
From: WESLEY W HARRIS
Sent: Monday, December 17, 2018 3:30 PM
To: Doug Ducey
Subject: Senate Seat Appointment

Dear Governor,

You have a rare opportunity before you. I urge you to consider only conservative candidates and not just 'name' Republicans. The names rumored do not include Dr. Kelly Ward. She has fought the good fight and deserves your consideration. Take someone with legislative experience not 'court room' experience please.

All the Best
Wes

PS: I am always available to help you in any way that I can...especially in Education.

Wesley W. Harris

From: dougducey@az.gov
Sent: Monday, December 17, 2018 3:27 PM
To: dougducey@az.gov
Subject: Accepted: (NEW) CONFIRMED: (SPEAKING OP) Big Announcement @ 10:30am... @ Tue Dec 18, 2018 10:30am - 11am (MST) (dougducey@az.gov)

From: dougducey@az.gov
Sent: Monday, December 17, 2018 3:16 PM
To: dougducey@az.gov
Subject: Accepted: CONFIRMED: Mtg w/ AZ Chamber of Commerce @ 9:00am (Katie/... @ Wed Dec 19, 2018 9am - 9:45am (MST) (dougducey@az.gov)

From: dougducey@az.gov
Sent: Monday, December 17, 2018 1:49 PM
To: dougducey@az.gov
Subject: Accepted: CONFIRMED: Mtg w/ AZ Chamber of Commerce @ 9:00am (Katie/... @ Wed Dec 19, 2018 9am - 9:45am (MST) (dougducey@az.gov)

From: Kelly Nolan (knolan@thatsgreatnews.com) <system@sent-via.netsuite.com>
Sent: Monday, December 17, 2018 1:12 PM
To: dducey@az.gov
Subject: Free shipping on your press plaque ends shortly

Hello Doug,

Free shipping on your press plaque is coming to an end..

I just wanted to remind you that the offer of free shipping on a custom plaque for your article, "Guv unveils new center for driverless technology, vehicles", is ending.

Check which plaque design you want and use code **TGN** at the checkout for free shipping. That's it.

Celebrating your great news,

Kelly Nolan
Marketing
That's Great News

PS Please call us on 1-888-715-4900 for personal service quoting your article ID 6731142 Office of the Arizona Governor Doug Ducey or reply to this email if you're short on time and we will get back to you. I'll give you a **free plaque** if we don't get back to you within 3 business hours.(based on EST business hours)



Article:**Guv unveils new center for driverless technology, vehicles**
Published: 10/20/2018
Publication: SanTan Sun News

That's Great News is not affiliated with SanTan Sun News. All orders shipped to Canada must be paid with credit card. Currency must be in US dollars.



You are subscribed as <dducey@az.gov>. Click [here](#) to manage your email subscription preferences. Click [here](#) or reply to this email with 'unsubscribe' in the subject to unsubscribe from this list or if you feel you have received this message in error. This message was sent from That's Great News 900 Northrop Rd. P.O. Box 5021 Wallingford CT 06492 United States. Click [here](#) to report email abuse.

From: dougducey@az.gov
Sent: Monday, December 17, 2018 11:52 AM
To: dougducey@az.gov
Subject: Accepted: (UPDATED) CONFIRMED: Senate Rollout Prep @ 2:30pm (Scarp ... @ Mon Dec 17, 2018 2:30pm - 4pm (MST) (dougducey@az.gov)

From: Arch McGill
Sent: Monday, December 17, 2018 8:58 AM
Subject: Why You Should Be a Nationalist

Arch McGill



Latest Videos

December 17, 2018



Our Newest Video

Why You Should Be a Nationalist

It's undeniable: Around the world, nationalism is on the march, and the media and reigning political elites would have you believe this is a dangerous disaster in the making. So, why is Yoram Hazony, author of *The Virtue of Nationalism*, unafraid? Watch to understand.



Fireside Chat

Fireside Chat with Dennis Prager, Ep.60: National

In Dennis Prager's latest Fireside Chat, Dennis talks about the benefits of nationalism, why the United States is still the last, best hope of mankind, and more.



Will Witt: Man On The Street

Who is a Better President—Trump or Obama?

Will Witt visited Nashville, TN, the music capital of the United States, to find out who people think is a better president: Donald Trump or Barack Obama. Watch to hear their answers!



Last Week's Video

Who Are The Most Powerful People In America?

The genius of America is its representative form of government, designed to maximize liberty by holding elected officials accountable. But increasingly, Americans are governed by people who are unelected, unaccountable, and very powerful. Columbia Law Professor Philip Hamburger unmasks who really rules our lives.





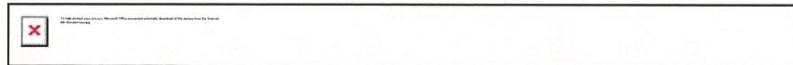
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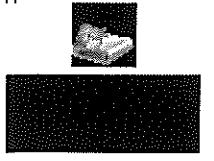
[Unsubscribe](#)

From: "Sandra Watson" <SandraW@AZcommerce.com>
Sent: Monday, December 17, 2018 8:51 AM
To: dougducey@az.gov
Subject: Accepted: Updated invitation: CONFIRMED: (SPEAKING OP) Deloitte Ribbon Cutting @ 10:00a... @ Fri Jan 25, 2019 10am - 11am (MST) (sandraw@azcommerce.com)

From: "Melissa Mills" <melissam@AZcommerce.com>
Sent: Monday, December 17, 2018 8:34 AM
To: dougducey@az.gov
Subject: Accepted: Updated invitation: CONFIRMED: (SPEAKING OP) Deloitte Ribbon Cutting @ 10:00a... @ Fri Jan 25, 2019 10am - 11am (MST) (melissam@azcommerce.com)

From: dougducey@az.gov
Sent: Monday, December 17, 2018 8:25 AM
To: dougducey@az.gov
Subject: Accepted: CONFIRMED: SOTS/Inaugural Practice, Prep, & Review @ 2:30... @ Mon Dec 17, 2018 2:30pm - 4pm (MST) (dougducey@az.gov)

—



arn More.

From: Doug Bruhnke, Global Chamber <doug@globalchamber.org>
Sent: Monday, December 17, 2018 8:22 AM
To: dougducey@az.gov
Subject: Wrapping up 2018; More Success in 2019



Wrapping Up 2018; More Success in 2019

Starting TODAY - Get Ready for an Even More Successful 2019

With global trade slowing down, it's more important than ever to make sure that you and your business are optimized for 2019. We've scheduled events through January to help get you ready for your best year EVER. See more below. Join us!

Thank you for working and collaborating with Global Chamber® in 2018, and we look forward to even better collaboration and success in 2019. [Contact me for ideas.](#)

Don't let being busy get in the way. We're all busier than ever. Prioritize a fast start in 2019 by connecting to our team now or early in January so that we can plug you in to warm intros, events and activities **already planned** through the 1st half of 2019.

Global Chamber® services continue to grow, helping members **every day** in ways no other organization can - across 525 metro areas, everywhere - with the global tribe. [Reach out for support any time!](#) More than ever we're equipped to help you succeed at the one time in history that it's **most important** to grow across metros and borders.



Chapters on the Move: Global Chamber® Tokyo

Directors at JETRO and Toyota Shared Their Insights Earlier this Month



Global Chamber® Tokyo this month was pleased to participate in a Global Chamber® globinar on the evolving workforce in Asia, with speakers **JETRO** Director Sachiko Yoshimura, **Toyota** Director Leila Aridi Afas and CEO/founder Claudio Toyama. Watch for a recap. And the chapter published [blog #257](#).

2019 Planning for More Success on 12/19

Speak with Experts to Get Your Growth Plan Adjusted and Ready



This globinar event is **for business leaders** looking to learn from other leaders' planning and growth strategies so that we all can build a successful 2019. We are speaking with coaches who help business leaders to achieve their year goals. As the last "Globinar" of the year, join us in this discussion that will help you build a prosperous 2019. Attend via zoom from anywhere.

- Marco Robert - Business Investor at Manchester Capital Ventures (Global)
- Dr. Corinne Jenni - CEO of Strategati LLC (San Diego)
- Kendall Clifton-Short - Principal at Purpose:Fully (Australia/Wyoming)
- Alex Devereux - President and Founder of The Devereux Group (Phoenix)

Globinar Planning for More Success on 12/19



2019 New Business Opportunities Around the World 1/8

Speak with Experts About New Growth Opportunities Worldwide



This event is **for exporters, importers, investors and business leaders** looking to learn about new business opportunities that each region has to offer in 2019. Global Chamber Regional Desk leaders share their perspectives from around the world. Attend via zoom from anywhere.

2019 New Business Opportunities Around the World 1/8



2019 Leadership: Having More Impact 1/15

Speak with Experts on Ways to Have More Impact in the New year



This event is **for business leaders** looking to improve their global managerial and leadership skills in order to obtain better business results and more impact. We're speaking with expert business coaches on this topic to provide you with tips to expand your leadership capabilities to be more impactful. Attend via zoom from anywhere.

- Stephanie Qualls - President/Founder of Hawk's Ridge Associates (Puerto Rico)
- Gary Covert - Founder of Gary Covert Consulting (Phoenix)
- Michael Tucker - Founder at Tucker Strategic (Tucson)
- Monique Daigneault - Founder of MD Consulting (Phoenix)

2019 Leadership: Having More Impact 1/15



Explore Premium Class Travel

Take Advantage of Your Travel with Upgrades and Much More



The team at **Insight Premium Travel** provides unique, hands-on experience with points and miles valuation, loyalty programs, airline partnerships and travel routings to get you and your team flying more comfortably. [Read more.](#)

What Do You Have Coming Up 1Q of 2019?

Let Us Know Before Our December 31st Newsletter



We encourage you to share with us what you and your team have coming up in the 1st Quarter. For instance, **Marco Robert** is kicking off a world tour with two days January 8 and 9 in Phoenix that shares key business ideas, Learn more [HERE](#). Let us know [your events](#).



Global Chamber® is partnering with **Coaching Professors** to present their leading-edge, online training to help members (and non-members) navigate the peculiarities of the vast and changing U.S. marketplace. Wish to land your business in the U.S.? Join us in January, free for members. [Read more.](#)

About Global Chamber®

Global Chamber® is the FIRST and ONLY chamber of commerce located in hundreds of metro areas helping companies grow across borders to **525 metro areas**, from A to Z, Abuja to Zagreb. Everywhere! We help members grow. [Contact us for more.](#)

With changes in trade tariffs and rules, with constantly evolving new opportunities worldwide, being involved with Global Chamber® has never been more important. Membership in Global Chamber® means that you'll be part of...

1. Our/your continued growth in 525 metros globally, everywhere!
2. Getting connected through warm introductions, worldwide.
3. Weekly educational and informational discussions, free for members.
4. Special events in your metro and in hundreds of metros globally.
5. Being in the global tribe at an important time for global business.

[Contact us](#) to make your global growth journey a little easier and to amplify your impact.

All the best,



Doug Bruhnke ([Linkedin](#)), CEO/founder of Global Chamber®

Contact: doug@globalchamber.org and +1 (480)459-7455

Spotlighted Members/Sponsors

We're honored to be working with many of the finest companies in the world. Here are some of our sponsors and members - all changing the world for the better. Thank you to all our members... you're making the world better one deal at a time.



Upcoming Spotlighted Business Events

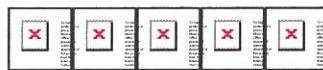
- 525 Metros Events to Grow Globally (Note: [send](#) any we miss) - [more](#)
- Dec 19: GC Globinar on 2019 Planning - [more](#)
- Jan 8: GC Globinar on 2019 Opportunities from our Regional Desks - [more](#)

- Jan 8-9: Marco Robert Special Event - [more](#)
- Jan 8-11: CES 2019 in Las Vegas - [more](#)
- Jan 9, 16, 23 & 30: GC 'Landing in the US' with Coaching Professors - [more](#)
- Jan 14-15: Hong Kong Financial Forum - [more](#)
- Jan 15: GC Globinar on Leadership in 2019 - [more](#)
- Jan 17-19: India Rubber Expo - [more](#)
- Jan 28-31: Dubai Arab Health Exhibition and Conference - [more](#)
- Feb 5-7: New Orleans Distrutech Conference and Exhibition - [more](#)

Global Chamber® News

- Your Best Leads Are Right Under Your Nose. Act! - [more](#)
- Tips on Avoiding Fraud Around the World - [more](#)
- Tariff Update: WTO Projects Decline in the Global Economy - [more](#)
- Why Georgia? Info from Elshan Baloghlanov at WCC Int'l - [more](#)
- Recap on Construction and Infrastructure Opportuniites - [more](#)
- Global Exporters Discussion including Axon (Taser) - [more](#)
- The NEW U.S. - Mexico - Canada Agreement (USMCA) - [more](#)
- Global Trends with IoT featuring Medtronic and other experts - [more](#)
- Foreign Currency Transactions by American Express - [more](#)
- A Revolution in Trade: The Belt and Road Initiative - [more](#)
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From: Arch McGill
Sent: Monday, December 17, 2018 7:14 AM
To: Koch Industries;Trent Franks;Paul Gosar;Sen. Jeff Flake;Brat David;David Schweikert;Martha McSally;Ducey Gov;Andy Biggs;Marsha Blackburn;Paul Ryan;Kevin McCarthy;Thomas Massie;Rod Blum
Subject: FIRST STEP Act

Please support this important legislation.

Arch McGill

12/17/2018 7:14 AM

Begin forwarded message:

Good morning Arch,

Have you read about the FIRST STEP Act? This bill will likely be voted on in congress this week, and with strong bi-partisan support, it's expected to be the most significant criminal justice reform in decades.

The Seminar Network, founded by Charles Koch in 2003 as a network of business leaders seeking to help Americans improved their lives, has been working hard with our leaders to put forward these types of changes.

With a shift of power in the 2018 midterms, meaningful policy outcomes will pose new challenges. What strategies are you currently employing to make a difference in the next two years? Members of our team travel regularly to many cities and we'd be pleased to work with you or your assistant to find time to discuss.

Criminal justice reform is just one of many areas of policy reform that we believe can be achieved when the problem is big enough.

Did you know?

- There are as many people in America with criminal records as there are with college degrees.
- More than 95% of inmates—nearly 700,000 a year—will one day leave prison and face the challenges of reintegrating into our communities. Sadly, according to statistics, 77% of them will be rearrested within five years.
- The Council of State Governments estimates ex-offenders face [more than 40,000 legal barriers](#) that can prevent them from getting a job, finding housing, obtaining an occupational license, getting a degree, and more.

- In addition, many former inmates leave prison without the tools, skills, and education they need to successfully reintegrate into their communities about become contributing members to society.

These barriers can leave many ex-offenders feeling like they have no other options other than to return to a life of crime, creating a revolving door of recidivism that leaves behind countless shattered lives and broken communities. It's a tragic waste of human potential and makes our cities and towns less safe.

We believe there's a better approach to criminal justice.

One that focuses on rehabilitation, restoration, and second chances.

There's ample evidence that reform can do more than just change ex-offenders' lives—it can change the lives of family and community members, all while creating safer neighborhoods and saving taxpayers money.

Fixing our broken criminal justice system will require a multi-faceted approach. Therefore, the Seminar Network's comprehensive approach is to:

- **Invest in research that informs policymakers and policy discussions, including on topics like overcriminalization, constitutional due process, recidivism, and the rule of law.**
- **Support organizations that help ex-offenders successfully re-enter society.**
- **Encourage the business community to be a part of the solution.**
- **Provide children in fragile communities with the skills and opportunities they need to break the multi-generational cycle of crime.**
- **Address overcriminalization and pass policy reforms that set up ex-offenders for success when they re-enter society.**

Below are just a few examples of what this approach looks like. If you would like to discuss further, please let me know. We would welcome an opportunity to understand your perspective and priorities.

There are also misunderstandings that exist regarding the benefits of the FIRST STEP Act. I've included below some common myths and our response.

Best Wishes,

Dan

DRIVING POLICY REFORM: THE FIRST STEP ACT

It's rare that lawmakers come to an overwhelming bipartisan consensus about a bill, but that is exactly what has happened with the FIRST STEP Act. The legislation takes evidence-based, rehabilitation-based tactics that are

already providing results on the state level and applies them to the federal prison system.

In Texas, rehabilitation-based reforms passed in 2007 have saved taxpayers \$3 billion so far, significantly reduced prison populations, and helped crime rates drop to levels not seen since the 1960s. Other states have enjoyed similar results after they passed reforms as well.

President Trump, lawmakers on both sides of the aisle, and a host of organizations, newspapers, and pundits from across the political spectrum—including the Seminar Network—have expressed support for the FIRST STEP Act. The House already passed the bill earlier this year, so now it's up to the Senate to act.

CUTTING-EDGE RESEARCH: SAFE STREETS & SECOND CHANCES

Safe Streets & Second Chances (S3C) is a Network-supported initiative by the Texas Public Policy Foundation dedicated to researching evidence-based policy reforms that tackle the problems of repeat offenders and recidivism.

Through S3C, researchers at Florida State University, led by Dr. Carrie Pettus-Davis, are gathering data about different reentry approaches and using it to inform and hone evidence-based policy proposals and other solutions that focus on rehabilitation.

Currently, the initiative operates in four pilot states—Texas, Pennsylvania, Kentucky, and Florida—with the goal to expand to an additional 10 states over the next two years.

RE-ENTRY PROGRAMS: STAND TOGETHER

Stand Together harnesses the power of community to solve our country's toughest social problems and help people improve their lives. Stand Together identifies, supports, and expands organizations that are already effectively tackling poverty in America.

One area of focus for Stand Together is in-prison, reentry, and second chance programs. These nonprofits help equip incarcerated and formerly incarcerated men and women with the tools, skills and education they need to succeed. For example:

- **Hudson Link** provides college education, life skills, and reentry support in six correctional facilities.
- **Miles of Freedom** helps bridge the gap between imprisonment and employment by providing resources like assistance with resumes, financial literacy classes, and job interview training.

BREAKING THE CYCLE OF POVERTY: YOUTH ENTREPRENEURS

Youth Entrepreneurs is a high school elective class offered to youth in fragile and low-income communities to help them develop their innate skills and talents while developing the values and vision to pursue their dreams. Students gain resources, opportunities, and guidance to learn the values of entrepreneurship and develop career skills and ambition.

[Click here to watch a video about the program.](#)

ENGAGING BUSINESSES: FACES OF SECOND CHANCES

Faces of Second Chances, a project of Americans for Prosperity Foundation, is a website that tells the stories of formerly incarcerated men and women who have overcome significant barriers and are using their second chances to make our communities safer and stronger. ([Click here to visit the website and read the stories.](#))

Myth: Law enforcement opposes the FIRST STEP Act.

Fact: The FIRST STEP Act enjoys some of the widest support from law enforcement of any criminal justice reform bill in decades. Some of the nation's most influential law enforcement groups, including [the Fraternal Order of Police](#) and [the International Association of Chiefs of Police](#), support the bill—as do a former U.S. Attorney General, FBI Director, DOJ Inspector General, and [hundreds](#) of law enforcement officials and prosecutors.

Myth: The FIRST STEP Act will make our drug crisis worse by letting drug dealers off the hook.

Fact: The FIRST STEP Act excludes the leaders, organizers, and managers of drug trafficking from early-release eligibility. In addition, expanding drug treatment programs and incentivizing participation for low-level, non-violent offenders will help reduce crime rates while helping people get clean.

Myth: The FIRST STEP Act is a “jailbreak” for dangerous criminals.

Fact: The FIRST STEP Act uses risk assessment standards to prevent early release for dangerous criminals, ensuring only low-risk, well-behaved inmates have access to earned-time credits. This framework has already been successfully applied in states like Texas and Georgia, where crime rates have dropped. In addition, prisoners convicted for over 50 different offenses aren't eligible for the earned-time credits in the first place.

Myth: Under the FIRST STEP Act, prisoners can obtain earned-time credits for watching TV.

Fact: Inmates can only obtain earned-time credits for “productive activities,” which are defined by wardens, not prisoners. In addition, extensive oversight, including three layers of evaluation reports, will ensure inmates can only earn time credit for activities that are proven to reduce recidivism such as job training, education, and treatment programs.

Myth: The FIRST STEP Act is wishful thinking that won't work in the real world.

Fact: Provisions in the FIRST STEP Act are already creating safer communities, reducing crime rates, shrinking prison populations, and saving taxpayers money in Texas, Georgia, South Carolina, and other key states. Each time they've been implemented, they've been wildly successful. Texas alone was able to close eight prisons, save taxpayers \$3 billion, and reduce crime rates to levels not seen since the 1960s.

Myth: The FIRST STEP Act is “soft on crime.”

Fact: The FIRST STEP Act is smart on crime, soft on taxpayers. By implementing changes that the latest research shows reduce recidivism, we can break the revolving door of reincarceration and help reduce crime rates, all while saving taxpayers money from the lower prison populations and law enforcement costs.

Daniel Sacks
Vice President – Member Relations
The Seminar Network

P:

SeminarNetwork.org

From: Addison Taylor Fine Jewelry <scott@addisontaylorfinejewelry.com>
Sent: Sunday, December 16, 2018 1:16 PM
To: dougducey@az.gov
Subject: Scott Berger has relocated his main office and design facility!

B'H

MOVING ON UP... TO A DELUXE NEW
OFFICE IN THE SKY!

SCOTT BERGER HAS RELOCATED HIS
MAIN OFFICE AND DESIGN FACILITY!

YOU MAY SCHEDULE YOUR
APPOINTMENTS WITH SCOTT
IN THE SAME BUILDING AS BEFORE
JUST 4 FLOORS HIGHER IN SUITE 1050

TO SHOP OUR COLLECTION OF
FINE JEWELRY AND TIMEPIECES
VISIT OUR NEW LOCATION
AT THE PHOENICIAN
ADJACENT TO THE MAIN LOBBY

**WE ARE ABLE TO ACCOMMODATE
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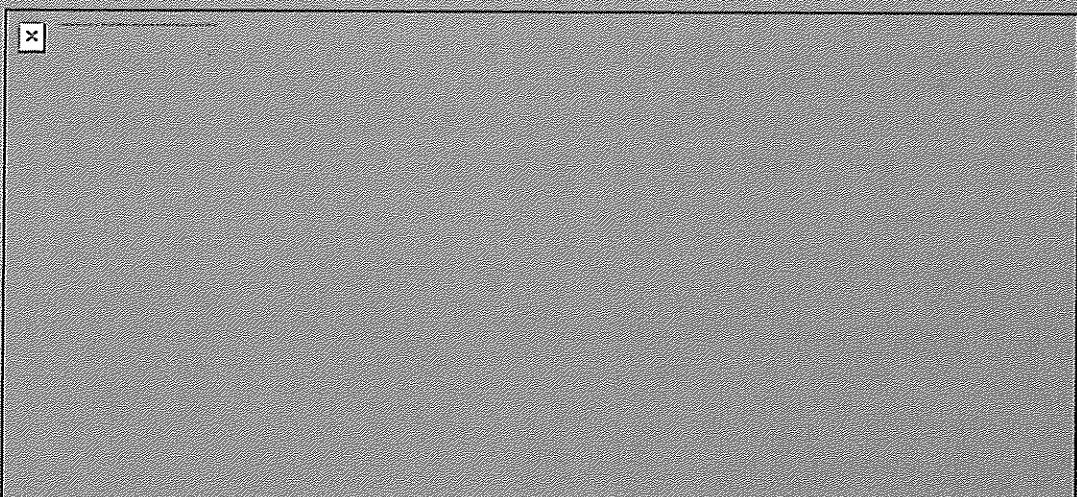
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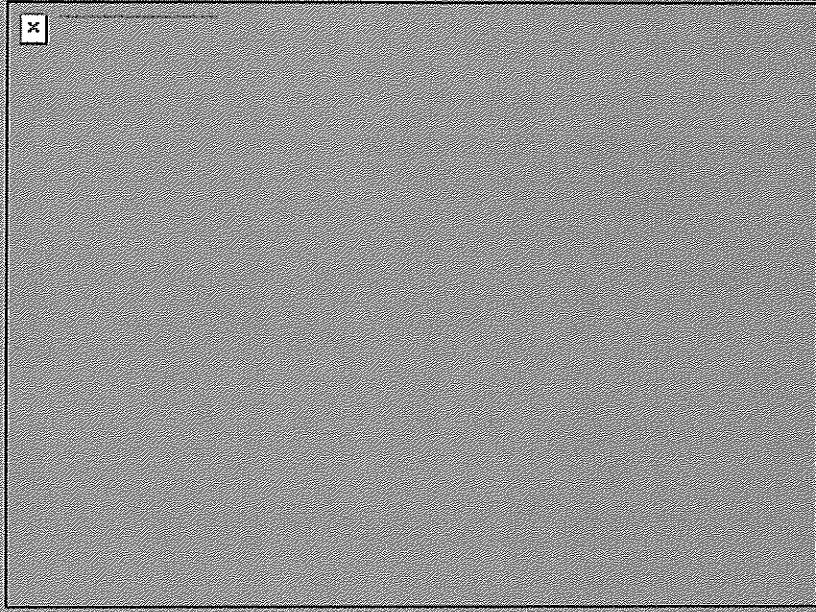
With its exclusive inventory of the finest products available, the new Addison Taylor boutique is sure to suit the desires of every client. Nestled away on 250 acres of prime real estate in the heart of Scottsdale, along with a world renowned steakhouse and luxurious spa, our new boutique is the beacon of ultimate luxury. We owe the successful expansion of our brand to our amazing clientele, for whom it has been a pleasure and blessing to provide services since our doors opened in 2004. With great pride, excitement and optimism for our future, we hope to see your faces in our new

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WE ARE WISHING YOU ALL A HOLIDAY SEASON FILLED WITH ENCHANTMENT AND LIGHT, AND A JOYOUS NEW YEAR!



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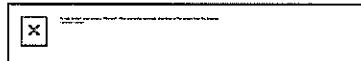
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Sent by scott@addisontaylorfinejewelry.com in collaboration with



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From: Ernesto Jiménez (automail@knowwho.com) Sent You a Personal Message
Sent: Sunday, December 16, 2018 12:01 PM
To: dducey@az.gov
Subject: Please Support an Arizona Family Caregivers Income Tax Credit!

Dear Gov. Doug Ducey,

Arizona has thousands of family caregivers that not only give their time and care to loved ones, but also spend an average of \$6,400 out of pocket each year caring for their loved ones.

Unfortunately caregiver burnout is a real and growing issue that is made worse by the heavy out of pocket costs family caregivers incur.

In the 2017 State Legislature Representative Heather Carter has proposed a Family Caregiver Income Tax Credit (House Bill 2209) of up to \$1000 a year to help reduce the financial strain of out of pocket expenses for family caregivers.

Please support a Family Caregiver Income Tax Credit proposal in the 2018 State Legislature.

Family caregivers run errands, buy supplies, and often pay for additional help with cleaning, transportation, medical costs, and necessary personal care. Without the support of family caregivers, those receiving care may be placed in taxpayer-supported nursing homes or other long term care facilities.

Family caregivers save taxpayer dollars.

It makes sense to support Arizona's family caregivers and delay caregiver burn out as long as possible!

Please support a Family Caregiver Income Tax Credit proposal in the 2018 State Legislature.

Sincerely,

Mr. Ernesto Jiménez

This message was sent by KnowWho, as a service provider only, on behalf of the individual noted in the sender information.

From: Arch McGill
Sent: Sunday, December 16, 2018 9:31 AM
Subject: The Internet Lives - WSJ

<https://www.wsj.com/articles/the-internet-lives-11544828616>

The Internet Lives

One year after FCC Chairman Ajit Pai liberated broadband networks, doomsayers have been proven wrong.

James Freeman Dec. 14, 2018 6:03 p.m. ET



When Trump-appointed reformers wisely sought to roll back this misguided rule and restore the freedom that had allowed the Internet to thrive in the first place, the reaction was intense.

Roslyn Layton of the American Enterprise Institute writes:

A year ago today, the Federal Communications Commission (FCC) repealed the harmful 2015 internet regulation dubiously titled the “Open Internet Order.” The Washington Post, The New York Times, CNET, Ars Technica, Recode, The Verge, and advocacy groups such as Free Press and Public Knowledge predictably forecasted apocalyptic consequences to the rollback of the regulation, mischaracterizing the Restoring Internet Freedom Order (RIFO) which replaced it. CNN declared “the end of the internet as we know it,” and other media outlets said the RIFO was “gutting the rules that protect the internet,” and “that the internet has no oversight.” A year later, the internet is alive and well. The media and pundits are unlikely to issue corrections, but here are some facts to remember.

When the media talks about the end of the internet, they are referring to the end of the price control that favored Silicon Valley at the expense of consumers... In 2015 the FCC claimed that its rules were underpinned by a “virtuous circle” and predicted increased investment in and deployment of networks, but the opposite happened. Chairman Ajit Pai testified in Congress that the rules depressed investment and that the RIFO reversed that trend.

Mr. Pai was helping consumers by restoring the incentive to invest in new networks and better service. Outside the established media, the overreaction reached almost unimaginable extremes. This column [reported](#) in June:

Federal Communications Commission Chairman Ajit Pai tends to dress down when he travels and often wears a hat to obscure his appearance. That’s because of the vitriol directed at him for reducing Washington’s control over the Internet.

On a visit to the Journal today, Mr. Pai wore a suit and tie and maintained his usual cheerful demeanor. But he also reported that the threats against him and his family did not end with the Commission’s December vote to restore the freedom that existed for the Internet’s entire history until 2015.

He notes that his in-laws have received angry phone calls at 3 a.m. at home and that his wife has received threatening phone calls at work. The threats... have included references to slitting the throats of his children.

The irrational fear was that service would be so “throttled” and slowed by deregulation that the Internet would never be the same. A year later, give the website Recode credit for at least implicitly acknowledging that the “net neutrality” campaign was bunk.

“U.S. internet speeds rose nearly 40 percent this year,” [reports](#) Recode this week. Editor Rani Molla writes:

Finally some good news: The internet is getting faster, especially fixed broadband internet. Broadband download speeds in the U.S. rose 35.8 percent and upload speeds are up 22 percent from last year, according

to internet speed-test company Ookla in its latest U.S. broadband report.

The growth in speed is important as the internet undergirds more of our daily lives and the wider economy. As internet service providers continue building out fiber networks around the country, expect speeds to increase, though speeds vary widely by region depending on infrastructure and whether or not an area has fiber.

Thanks to the courageous Mr. Pai, consumers are enjoying the benefits of a free marketplace. And perhaps at least some of them are wondering what other Trump era outrages may not be exactly as reported.

Bottom Stories of the Day will return on Monday.

Follow James Freeman on Twitter.

Subscribe to the Best of the Web email with one click.

To suggest items, please email best@wsj.com.

(Teresa Vozzo helps compile Best of the Web.)

Mr. Freeman is the co-author of “[Borrowed Time](#),” now available from HarperBusiness.

Arch McGill

From: Sanjeev Ramchandra <
Sent: Sunday, December 16, 2018 2:55 AM
To: dougducey@az.gov.
Subject: Alternative Income Tax Proposal

Greetings, Governor Ducey:

Please see the attachment for my updated, 1-page income tax proposal to increase funding for education.

Feel free to share this information with anyone else who may find interest in this. Thanks.

-S.R.

Alternative Income Tax Proposal

I propose raising income taxes on everyone by switching from a marginal tax system to a flat tax system. Currently, Arizona has five income tax brackets (2.59%, 2.88%, 3.36%, 4.24%, 4.54%) depending upon gross annual income. I propose simplifying Arizona's income tax structure by adopting the top marginal rate, 4.54%, as the new flat income tax rate to raise revenue in AZ.

My flat tax plan will generate more than \$1 billion per year in additional revenue compared to now. Taxpayers currently paying 4.54% on annual incomes over \$152,668 will see a flat tax increase at \$1057.49. Taxpayers with annual incomes at \$22,000, \$36,000, \$48,000, \$75,000, \$120,000 will see tax increases at \$394.72, \$576.45, \$718.05, \$824.49, \$959.49, respectively. In other words, the tax increases are in between \$1 and \$3 per day for full-time employees.

Conservatives will like my flat tax plan because it has a single tax bracket and keeps a business-friendly environment. A 4.54% flat tax rate is competitive with these flat tax states: Colorado (4.63%), Illinois (4.95%), Utah (4.95%), Kentucky (5%), and North Carolina (5.499%). It is also competitive with these progressive tax states for full-time employees: Missouri (5.4%), Georgia (5.75%), Virginia (5.75%), and Idaho (6.925%). Although some states have no income taxes, the tradeoff is a higher tax rate on property or corporations or more revenue from oil or gambling.

Progressives will like my flat tax plan because it generates more tax revenue than either the #InvestInEd initiative or alternative proposals that raise the sales tax rate by 1%. My plan is less regressive than raising an already high sales tax rate. The increased earnings from recent and upcoming minimum wage hikes act as a financial cushion for low-income employees. Arizona's minimum wage (\$11.00 in 2019 and \$12.00 in 2020) is higher than the minimum wages in 42 states. Kentucky and Utah have a \$7.25 minimum wage along with a 5% flat income tax rate.

I ask the business, education, philanthropic, and political communities to support my 4.54% flat income tax plan to send to the voters. Voters should not micromanage the tax revenue; let the legislature and governor finance education by allocating the appropriations dollars. Dedicated classroom funding is not necessary since the legislature and governor have already expressed interest in establishing full-day kindergarten, raising teacher salaries, and reducing class sizes.

Arizona needs higher taxes to properly fund education for its current and growing population by adopting a sustainable and reliable taxation policy that is fair and balanced. Many voters favor taxing themselves more to increase funding for education and do not want to receive handouts from the wealthy. Although my plan affects lower-income households more, they still have a lot to gain by receiving a tremendous return on investment at their local schools.

*Sanjeev Ramchandra is a community college math instructor who lives in Maricopa.
He can be reached at*

From: Judy Newton) Sent You a Personal Message
<automail@knowwho.com>
Sent: Saturday, December 15, 2018 8:47 PM
To: dducey@az.gov
Subject: Please make wildlife protection a priority

Dear Gov. Doug Ducey,

I'm writing today to ask that you do all you can to support much-needed wildlife conservation efforts.

Hundreds of species are currently in the pipeline for listing decisions by the U.S. Fish and Wildlife Service and National Marine Fisheries Service, and as industries continue to expand and climate change increases the frequency of catastrophic fires and other extreme weather events, this problem will only get worse.

Federal agencies are increasingly turning to states to lead conservation efforts and species management. That makes it more important than ever for state leaders like you to continue to support strong science, develop collaborative and bipartisan conservation plans, and protect our state and nation's natural heritage.

Please continue to protect the natural resources that make our state a great place to live, work and visit. It's a win-win for the environment and the economy, and I hope that you will make protecting our wildlife a priority.

Sincerely,

Mrs. Judy Newton

This message was sent by KnowWho, as a service provider only, on behalf of the individual noted in the sender information.

From: Judy Newton
<automail@knowwho.com>
Sent: Saturday, December 15, 2018 8:46 PM
To: dducey@az.gov
Subject: Please make wildlife protection a priority
Sent You a Personal Message

Dear Gov. Doug Ducey,

I'm writing today to ask that you do all you can to support much-needed wildlife conservation efforts.

Hundreds of species are currently in the pipeline for listing decisions by the U.S. Fish and Wildlife Service, and as industries continue to expand and climate change increases the frequency of catastrophic fires and other extreme weather events, this problem will only get worse.

With these new threats, the time is ripe for policy that reflects the latest developments in science and economics. We now have the ability to better quantify impacts to species and habitats, and to trigger market mechanisms like habitat exchanges that create net benefit, ensuring long-term success.

These policies will protect both the natural resources that make our state great, and our economy. It's a win-win, and I hope that you will make protecting our wildlife a priority for your administration.

Sincerely,

Mrs. Judy Newton

This message was sent by KnowWho, as a service provider only, on behalf of the individual noted in the sender information.

From: Arch McGill <
Sent: Saturday, December 15, 2018 1:38 PM
Subject: How do poor countries get rich? Not with World Bank

<https://www.wsj.com/articles/the-anti-bill-gates-1544227025?mod=searchresults&page=1&pos=1>

The Anti-Bill Gates

How do poor countries get rich? Not with World Bank help but by unleashing the talents of the poor, says Bill Easterly, an economist who defies the philanthropic consensus.

[Adam O'Neal](#) Dec. 7, 2018 6:57 p.m. ET



Secretary of State Mike Pompeo [took on](#) the World Bank and International Monetary Fund in a Brussels speech this week. He said they often advise countries to “inhibit growth and crowd out private-sector actors” and vowed to “reduce taxpayer handouts” to them. It was something of a vindication for Bill Easterly, a development economist who began his career with an unsatisfying stint at the World Bank and has emerged as a leading critic of the foreign-aid consensus that guides international institutions and philanthropists—including Bill Gates, with whom he’s had a longstanding feud.

Mr. Easterly’s interest in international development began with his first visit to Ghana. “I saw the standard kind of stereotypical images, babies with swollen bellies from malnutrition being tormented by flies,” he tells me. He still felt optimistic about the country’s future, but, as he later wrote, “my projections did not receive a great deal of public notice, perhaps because I had just finished elementary school.”

That was 1969. His biologist father had a yearlong teaching gig in Cape Coast, on the Gulf of Guinea. The boy didn't immediately decide to devote his life to understanding why countries develop or fail to grow. "I sort of spontaneously stumble into things that later seem to make sense," he says. "Spontaneous order characterizes my life, as well as what I think is the optimal system for development." Years passed before he returned to Ghana. Yet he continued to watch as the country vindicated his early optimism.

Mr. Easterly, 61, a professor at New York University, may not seem optimistic at first. He sees the development establishment—philanthropic organizations, multilateral institutions, many of his fellow academics—as shortsighted and inured to failure. He emphatically criticizes the field's leaders for being enamored with central planning, so-called benevolent dictators, and their own technocratic genius. Yet as he chats away in his tidy office, he proves soft-spoken and polite.

Mr. Easterly studied economics and math at Ohio's Bowling Green State University, and earned a doctorate in economics at the Massachusetts Institute of Technology. "Economics seemed to be a way to combine mathematical techniques and statistics, with a concern for social justice," he says. "When I was starting development economics, it was sort of the bad old days." The dominant view favored heavy-handed, top-down planning. Experts saw poor countries as blank slates, waiting to be developed with a grand technocratic plan. "I'm still grateful that I was exposed to that," he says. "For a while, I believed in that. Nothing like knowing a field from the inside. That helps you later disagree with it."

He graduated from MIT in 1985 and went to work for the World Bank, a "dream job" because the bank "had a large research department that was having pretty open debate" over state-driven vs. market-oriented approaches to development. He "quickly got convinced that the market-oriented side was right, and that my previous training in development was not the best approach to global poverty."

Soon after joining the World Bank, Mr. Easterly revisited Ghana. It was still poor but had attracted so much donor attention that vacant accommodations were hard to find. "I stayed at a rather substandard hotel," he wrote, "where among other hardships the roof above my bed gave way during a rainstorm and my air conditioner exploded." Ghana

was recovering from a period in which price controls on cocoa had destroyed the country's leading export. Mr. Easterly recalls that when he arrived Ghanaian leaders "were saying, 'Oh. OK, let's start liberalizing prices. Let's let the market work.' " Economic freedom "immediately started paying off with revival of the economy, revival of cocoa."

Yet Ghana's story is atypical for the World Bank. The organization's leaders "were trying to make loans conditional on market-oriented reforms, but they were not enforcing the conditions," Mr. Easterly says. "They were just giving the loans anyway, to really bad governments" that traduced economic and political freedom.

Watching his employer fail repeatedly led Mr. Easterly to write "The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics" (2001). He cataloged the developed world's failures to promote growth in poor countries. His thesis: Countries respond to incentives to grow, and organizations like the World Bank and International Monetary Fund don't design aid programs around incentives. Instead, they offer aid—while pursuing magic-bullet solutions like population control—that doesn't resolve a country's underlying problems.

It's a lively read, but Mr. Easterly is humble: "Calling an economist a good writer is a pretty low bar." The book was well-received by critics—"this trend towards positive reviews did not continue in the long run," he observes—but his World Bank bosses were less enthusiastic. "People in management really did not like what I was doing," he says, although "the people at the working level were more likely to be supportive."

So began an awkward time. He'd received permission to write the book. "When it came out in a way they did not like—which they only noticed after it had come out—then the management could not really disavow the book. What they did say is I was allowed to have written the book, but I was not allowed to talk to anyone about it." Mr. Easterly left the World Bank within a few months: "I wasn't really fired, but I didn't really leave voluntarily either."

Academia proved more congenial to his unorthodox views. His next book, "The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good," was published in 2006. It

argues that while the West had spent some \$2.3 trillion on foreign aid over 50 years, much of it was wasted on programs that aimed to resolve poverty through comprehensive plans. Wealthy countries would be more effective if they aimed for less ambitious but steady gains.

‘When I joined NYU in 2003,’ Mr. Easterly says, ‘one of my first trips was to Ghana. I was like, whatever job I take, I have to go to Ghana’—a country that over the decades has ‘kept making progress on both economic and political freedom.’ Ghana has developed a tradition of democratic stability, and the blend of economic and political freedom has led to ‘a more consolidated success story than it was when I first saw it in the ’80s.’ He stresses the importance of this ‘happy combination’ in ‘The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor’ (2014).

Mr. Easterly faults the development community’s tendency to favor ‘benevolent autocrats’ because they can stifle dissent and quickly implement Western experts’ solutions. The United Nations—‘a very ineffective club of dictators’—is particularly bad about this. ‘Paul Kagame, leader of Rwanda, was on this [U.N.] commission and said broadband is the answer. Let’s just wire everybody,’ Mr. Easterly says. An ‘irreverent researcher,’ Kentaro Toyama, ‘pointed out young men are playing videogames and watching porn after they get connected to broadband’—which, Mr. Easterly dryly notes, is ‘not exactly what we had in mind for launching prosperity.’

The contrasting example is the rapid, largely unplanned adoption of cellphones in the poor world. ‘When you allow it to happen,’ Mr. Easterly says, ‘it does generate miracles and revolutions—but usually not the way that the experts intended or planned.’

This line of thinking irks those who favor expert-driven solutions. Mr. Easterly’s best-known adversary is Bill Gates, who has devoted much of his fortune to helping the developing world with technocratic know-how and new ways of thinking about capitalism. For years the economist and the philanthropist have sparred in public forums—from a Davos panel to the pages of this newspaper. In a 2008 op-ed, [“Why Bill Gates Hates My Book,”](#) Mr. Easterly knocked the billionaire’s idea of ‘creative capitalism,’ which calls on ‘for-profit companies to meet the poor’s needs by boosting the ‘recognition’ of corporate philanthropy.’ He wrote

that “the dossier of historical evidence to suggest this would work is as thin as Kate Moss on a diet.”

Mr. Gates “is now working on superexpensive high-tech toilets,” Mr. Easterly says. But existing toilets do the job just fine. The problem is a “shortage of adequate political and economic incentives to provide toilets.” What the poor need is political rights, so they can successfully demand good sanitation, and the economic freedom “that would motivate market suppliers just to sell an adequate amount of cheap, private toilets to poor people.”

You can see why would-be benefactors might find this unsatisfying. It’s easy for them to ship goods, whether toilets or mosquito nets, to an impoverished country. But what can they do to convince a dictator to relinquish control? Mr. Easterly says that question has “tormented me throughout my career,” but ultimately it’s a narcissistic one. “We really are engaged in a big advocacy war today, with the China model and the Putin model offering an alternative to the free model,” he says. “And I think it’s really incumbent upon all of us who are in the space of development debates to really be advocating the right ideas for freedom for poor people.”

Mr. Easterly doesn’t think President Trump’s trade war is an effective way to counter China’s model. The president, he says, “thinks of trade as something in which one side has to lose, and the other side has to gain, which is just sheer ignorance.” Mr. Easterly views China’s model as self-limiting. The country has made only a partial transition from the rule of Mao Zedong, “a totalitarian psycho.” Economic liberalization has enabled substantial growth, but the closed political system limits it in the long run. “Economists are living in a very noisy world, where we can’t say for sure next year’s growth rate is going to be bad,” he says. “But I think it’s a safe bet that if there’s not liberalization, then China will really have a big slowdown.”

Mr. Easterly says that while he disapproves of Mr. Trump “for the racism, the xenophobia, for the hostility towards markets,” he welcomes the president’s critiques of elites and entrenched institutions. Could Mr. Trump’s skepticism of multilateral institutions, along with his generally disruptive disposition, shake up the development establishment? That’s easier said than done. When Mr. Trump tried to cut foreign aid, he faced

bipartisan backlash in Congress. “The easiest thing to do is always this technocratic, designed-expert thing,” Mr. Easterly says, “which I don’t see changing that much.”

Similarly, reformers heading the World Bank or other major international organizations “would be subject to political torment, until they behaved the way the establishment wants them to.” That doesn’t sound optimistic—but “the good news,” Mr. Easterly says, “is that progress is happening anyway.” He observes that “the average trend in the developing world is really one of progress on all major indicators of sanitation, clean water, education, economic growth, reduction in poverty rates. All of the health indicators are really great.” The World Bank and U.N. don’t need to be perfect. “Poor people are finding a way to solve their own problems, despite the arrogance and the incompetence of the experts.”

He’s optimistic about the developed world, too, where he has little patience for the “secular stagnation” theory that slow growth is inevitable. “The advantage of being a development economist is you take the long-run view,” he says. With U.S. income, “you see kind of a remarkably constant progress of doubling over the last two centuries.” He continues: “I don’t believe in some kind of naive, facile optimism—that things will always turn out well, but I’m also very much aware of how alarmism can often lead to stupid mistakes in policy.” How to avoid that? “A few simple, core Econ 101 principles have stood the test of time, and let’s just try to stick to those.”

Mr. O’Neal is a Journal editorial writer in London.

From: Arch McGill
Sent: Saturday, December 15, 2018 1:08 PM
Subject: College Bloat Meets 'The Blade' - WSJ

Purdue leads the way in freezing tuition & with other innovative approaches!

<https://www.wsj.com/articles/college-bloat-meets-the-blade-11544829900>

College Bloat Meets 'The Blade'

Mitch Daniels, America's most innovative university president, tells how he's kept tuition from rising and how acquiring Kaplan University will expand educational access.

Tunku Varadarajan
Dec. 14, 2018 6:25 p.m. ET



Mitch Daniels teaches a course on World War I at Purdue University, where he is president, and loves to talk about Woodrow Wilson. Wilson left the presidency of Princeton in 1910 and was elected governor of New Jersey the next year—"sort of the opposite of the thing I did," says Mr. Daniels, who served two terms as Indiana's governor (2005-13) before taking his current job on campus: "Explaining his decision to abandon the academy for a statehouse, Wilson said, 'I can't take the politics anymore.'"

Mr. Daniels, 69, is the most innovative university president in America. Like his counterparts at other schools, he believes higher education has been "a competitive advantage" for the U.S.—"a nice little export industry, if you add up all the dollars that come here to purchase the education of students from other places." He regards the rumbling in Washington about curbing visas for foreign students to be "very shortsighted." But he also thinks American higher education has grown

fat and complacent. He's making inventive, even radical changes in the way his institution finances itself and imparts an education.

Mr. Daniels kicks off our conversation with a morality tale: "I'll speak to an audience of businesspeople and say: Here's the racket that you should have gone into. You're selling something, a college diploma, that's deemed a necessity. And you have total pricing power." Better than that: "When you raise your prices, you not only don't lose customers, you may actually attract new ones."

For lack of objective measures, "people associate the sticker price with quality: 'If school A costs more than B, I guess it's a better school.'" A third-party payer, the government, funds it all, so that "the customer—that is, the student and the family—feels insulated against the cost. A perfect formula for complacency." The parallels with health care, he observes, are "smack on."

Mr. Daniels takes a different approach. In 2001-03, he ran the White House budget office for President George W. Bush, who dubbed him "The Blade" for his cost-cutting skills. Mr. Daniels brought his paring knife to Purdue. Examples of his efficiencies include replacing full-time dining-hall employees with student workers, scrapping the vast fleet of university-owned buses in favor of a private contractor, and saving \$61 million on capital projects through what the university calls "innovative construction management."

His most eye-catching achievement has been to keep costs down for students. By graduation day in 2020, tuition won't have risen in eight years. "We're able to say," he says, "that the total cost in nominal dollars of going to Purdue will be less in 2020 than it was in 2012."

Mr. Daniels says widespread adoption of Purdue's "affordability campaign" would improve higher education. "Everybody is worried," he says, furrowing his brow. "What are we at? A trillion and a half of student debt, twice as much as the total credit-card debt. It's a social and economic problem." He offers up a list of life's milestones that people delay because of college debt: "marriage, household formation, child raising, homeownership, business-start formation—all of these things are being pressed down by college debt." The "obvious first step," Mr. Daniels replies, "is don't charge so darn much in the first place."

Yet he is notably reticent about encouraging other institutions to follow his lead. “It feels as though not a week goes by when there’s not an invitation to go talk about the subject to somebody’s board of trustees or state regents,” he says. “I’ve turned down every one of those. We don’t—I don’t—proselytize. We don’t assert that anything we’ve done here fits any school but ours.”

Even so, he’s happy to explain how he did it. When he arrived at Purdue in January 2013, the university had raised tuition 36 years in a row—typical for American higher ed, where an increase in tuition “was just considered an annual rite of spring.” Mr. Daniels suggested a one-year pause “to indicate some sensitivity to what was a growing concern about the cost of it all.”

He feared Purdue would pay a price in the perverse marketplace if it didn’t raise tuition, which goes up annually across the nation by 2% to 3%. Instead he was pleasantly surprised to find his school in a “position of differentiation—what every marketer hopes for.” Purdue “acquired a reputation as a place where you’re less likely to get socked with an annual surprise.” In consequence, it has had “record applications, from higher- and higher-quality students.”

Other costs, such as room and board, have also been held constant, and the price of textbooks has fallen by about 30%. A “duopoly” of two large bookstores had “owned the market at Purdue,” Mr. Daniels says. “We invited Amazon onto campus, and they set up their first bricks-and-mortar facilities anywhere.”

Another innovation, introduced in 2016, is the Income Share Agreement, an alternative to traditional student loans under which a student receives funding for his education in exchange for a percentage of income for up to 10 years after graduation. Like many modern economic innovations, the idea had its origins in a [paper](#) by Milton Friedman, published in 1955. Friedman asked why it shouldn’t be possible for an investor “to ‘buy’ a share” in a student’s earning prospects.

Under Purdue’s version of the agreement, credit is extended to students by a university-affiliated nonprofit and is available to all majors and all classes except freshmen. Students don’t owe anything while at university, for a six-month “grace period” thereafter—and after graduation if they’re

unemployed or earn less than \$20,000 a year. The total repayment is capped at 2.5 times the principal.

The Income Share Agreement, Mr. Daniels says, “isn’t a substitute for heavily subsidized loans—you can’t beat those. But it’s a pretty good one for the expensive loans that many students have to layer on. I always say, think of it as working your way through school after you leave, after you get the degree.”

Critics call it a form of indenture, but Mr. Daniels says they have it “absolutely backwards.” If you want indentured servitude, he bristles, “look at the government loan program. You can’t even get out in bankruptcy. The debt compounds, year on year. Whether life goes well or not, you still owe exactly the same amount.” In the case of the study-now-pay-later contracts, “if something goes wrong or life goes poorly, you owe nothing, or very little.”

Mr. Daniels’s “dog eat dog” quip doesn’t describe the atmosphere on Purdue’s campus. It’s a happy place, and the Boilermakers still glow from their epic football defeat of Ohio State in late October. He is a popular and accessible president who uses the treadmill in the student gym and sits amid ordinary fans at football games. There’s a trope at every game—“Where’s Mitch?”—in which the camera pans across the crowd to find the president in the stands.

The one great source of turbulence during Mr. Daniels’s tenure may prove his most successful innovation. In a bold move for a public university, Purdue in 2017 purchased Kaplan University, an online for-profit distance-learning institution. It was relaunched this year as a nonprofit, Purdue University Global, after Mr. Daniels overcame bitter resistance from some professors, who feared a dilution in the quality of a Purdue education. In November 2017, more than 300 faculty members signed a petition opposing the deal, citing concerns about academic standards, integrity and freedom.

Mr. Daniels says he has won over most of his critics: “There are far more faculty who are looking to see if there’s a program that they could originate for Purdue Global. It’s taken a while, but our faculty have come to understand the importance of our mission here.”

The online university now enrolls 29,000 students. Its aim is to serve working adults nationwide who wish to complete college degrees but don't have the time or geographical proximity to enroll in ordinary classes. Expanding access to education, Mr. Daniels says, is "in the genetic code of this place—it's just who we are." He sees it as a successor of the "two great domestic educational policy achievements of America's first 250 years"—the GI Bill of 1944, which helped World War II veterans go to college, and the Morrill Act of 1862. The latter established land-grant universities, including Purdue, on federal land across rural America to focus "on agriculture and the mechanic arts." The aim: bring education to citizens who didn't have easy access.

Today "there are 35 to 40 million Americans by most counts who started college and didn't finish," Mr. Daniels says. "We're not talking about people who stopped at high school, but those who went and spent some money—probably borrowed some money—and then didn't complete a degree. There are twice as many of them as all the 18- to 24-year-olds in America."

They suffer economically for want of a degree: "In this economy, in this world, getting those people a credential is enormously important, especially to a society which keeps wringing its hands about the quality of its workforce." In his ambition, "the typical student at Purdue Global is a 33-year-old working adult—much more likely to be a woman, and as likely as that to be a minority—probably with family obligations."

The acquisition of Kaplan was, as he puts it, a "matter of kismet." Mr. Daniels was determined to enhance Purdue's online educational offerings but frustrated by his inability to do so. "Every year, between Christmas and New Year's Day, I write a little self-evaluation and give it to the board," he says. "Three years in a row, the worst grade I gave myself was for online education." Purdue faced a make-or-buy decision: "Should we invest and build an online presence internally, or should we try to acquire it?"

In early 2017, a common friend connected Mr. Daniels to Donald Graham, chairman of the [Graham Holdings](#) Co., which had sold the Washington Post to Jeff Bezos in 2013 and still owned Kaplan University. "Don called me," Mr. Daniels recalls, "and he said to me, 'This will probably be the shortest call of your day, but I don't suppose,

by any chance, you want to buy Kaplan.’ ” Fifteen minutes later, “we had a deal.”

Next year marks Purdue’s 150th anniversary, and the university is commemorating the occasion with a lecture series, “150 Years of Giant Leaps.” The title is inspired by Neil Armstrong, Purdue’s most famous alumnus, who visited the moon during the university’s centennial year. Purdue boasts two dozen astronauts among its alumni, more than any other university—including the last man on the moon, Eugene Cernan, as well as the first.

Mr. Daniels, for his part, likes it here on Earth, especially in his own small corner of Indiana. In April this year, Purdue’s trustees approved an extension to his contract that allows him to serve indefinitely, requiring either party to give one year’s notice. They sold it as a reward for his innovations. Mr. Daniels sees these innovations as small steps for Purdue. But if others were to follow some of his ways, we could well have a giant leap for American higher education.

Mr. Varadarajan is executive editor at Stanford University’s Hoover Institution.

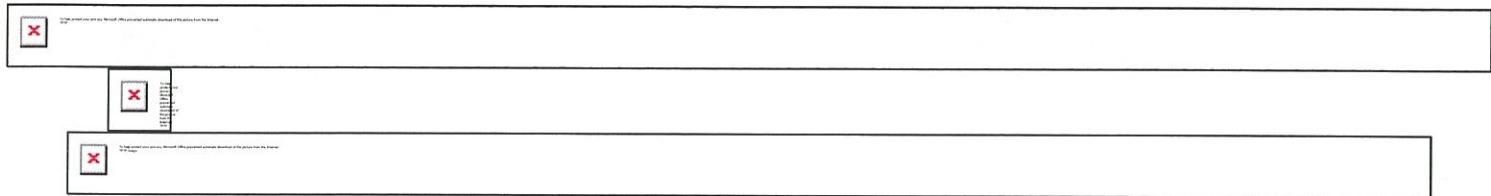
Correction

An earlier version of this article misstated the enrollment at Purdue University Global.

Arch McGill

From: Arch McGill
Sent: Saturday, December 15, 2018 8:32 AM
Subject: The Misunderstood Flattening Yield Curve

Arch McGill



The Misunderstood Flattening Yield Curve

By John Mauldin | Dec 15, 2018

Breathless Reporting

An Inverted Yield Curve Is Just a Fever

Early Predictor

Recession Probability

A Little Time

Cleveland, San Francisco, Boca Raton, and SIC

Everybody is suddenly talking about the inverted yield curve. They're right to do so, too, but alarm bells may be premature. Inversion is a historically reliable but *earlyrecession* indicator. The yield curve isn't saying recession is imminent, even if it were fully inverted, which it is not.

What we see now is really more of a *flattened* yield curve, with a smaller but still positive spread between short-term and long-term interest rates. That's not normal, but it's also not a recession guarantee. However, when we combine this with assorted other events, it adds to the concerns.

I've been writing in this letter about negative yield curve since 2000, when the inverted yield curve said there was a recession in our future and I called a bear market in equities. Ditto for 2006, though that time the yield curve inverted long before the stock market turned. Today, we'll look at what the yield curve is *really*telling us.

Before we go on, let me give you a special invitation. Next week we're opening up **Alpha Society** membership for a very limited time. If you don't know, the Alpha Society gives you the best, most exclusive access to me and all our Mauldin Economics research. For one low price, you get lifetime subscriptions to all our premium services, plus some very attractive additional benefits.

To keep it exclusive, we open Alpha Society membership only occasionally. This year I want to reward our most loyal readers with something different: [the Alpha Society Priority List](#). Signing up doesn't obligate you to do anything. We'll just notify you when membership opens next week and give you a special Priority List discount that will save you hundreds of dollars.

I love meeting Alpha Society members as I travel around the world. I've made some strong relationships and even business deals this way, so I really urge you to consider joining. But please act now because Priority List registration closes at midnight Sunday, December 16. [Click here to learn more](#).

Now let's dive into the Great Flattening Yield Curve and what it really means.

Breathless Reporting

In July 2017 I wrote a letter called [Happiness Is a Normal Yield Curve](#) and now it seems like about 10 years ago. The Fed was still in tightening mode at that point and short-term rates were rising faster than long-term rates, producing a flatter but not inverted yield curve.

(Quick explanation for the uninitiated: The yield curve is simply a graph showing

time on the horizontal. Normally it slopes upward from left to right. All the discussion and drama are about the angle of that line.)

Here is the latest view, via [GuruFocus](#).



The light gray line is the yield curve two years ago, the medium gray is one year ago, and the blue is now. You can see the curve went from very steep to much less so in this period. That is what we mean by “flattening.” It isn’t fully flat yet, but is moving in that direction.

Notice also in the blue line, the area between 3Y and 5Y actually angles slightly downward. That is the “inversion” the media is reporting so breathlessly. It is really more of a bump, if that. As I write, the 3Y is actually 2.84% and the 5Y is 2.83%. So the mainstream media, business media, and writers are getting all breathless about 0.01% on just one part of the curve. Which is kind of, sort of important to watch but it doesn’t really mean anything in terms of the economy, at least yet.

That said, it is still remarkable that 1-year Treasury and 5-year Treasury securities, and everything in between, all have almost exactly the same yields. You don’t see any such plateau in the 2016 or 2017 curves.

For the record, here’s a chart of interest rates for the last two weeks directly from the US Treasury. What you can notice is the fact that short-term rates are rising and long-term rates are falling. This is what you would see ahead of a full inversion but the process can go on for a long time.



Source: [US Treasury](#)

Yields are supposed to reflect risk, and risk grows with time. The chance something bad will happen in the next five years is higher than the chance something equally

higher yield as compensation for that higher risk. Presently they aren't.

I show all this to clarify a point the media is obscuring: The full yield curve is *not* inverted. Only a small part of it is inverted, which is unusual but no reason to panic. It is nowhere near the kind of inversion that might signal recession. And even if it were, it wouldn't mean recession is right around the corner.

An Inverted Yield Curve Is Just a Fever

I've been using an analogy in my speeches recently that has received excellent feedback, so I want to share it with you. Many media sources and writers seem to indicate that an inverted yield curve *causes* recession. That is simply not true.

Think of an inverted yield curve as a fever. When your body gets a fever, the fever is not the cause of the sickness. It just says something's wrong with your body. You have the flu, appendicitis, or some other ailment. The fever indicates you are sick but not necessarily what the sickness is. And typically, the higher the fever the more serious the condition.

It is the same with the yield curve. The more inverted the yield curve is and the longer it stays that way, the more confident we are that something is economically wrong that may show up as a recession sometime in the future. More on that timing below.

Early Predictor

In a true inversion we would see the entire curve angled down from left to right. That last happened in 2005. Were we in recession then? No, not at all. The economy was booming. In fact, the yield curve stayed inverted until mid-2007. Some of us saw cracks forming in the economy, and said so at the time. But the actual recession would not begin until December 2007.

recession indicator but it shows up far in advance—months or even more than a year. We might better think of it as signaling the cycle’s “blowout” stage. People see the inversion, observe nothing bad happening, then throw caution to the wind.

Another way to illustrate this is with a yield *spread*, i.e., a long-term yield minus a short-term yield. You can graph the difference and it goes below zero when the short-term yield is higher, meaning an inversion exists between those two points on the yield curve. This chart shows the spread between 10-year and one-year Treasury yields.



Source: GuruFocus

The gray vertical bars are recessions. You can see how the spread dropped below the 0% line right before each one, and is now close to that point again. But notice also how long it stayed inverted before the last recession, and how far in advance. The 10Y-1Y spread dropped below zero in January 2006, came back above for a little bit, stayed there and was moving higher when the recession finally began. The same happened in 2000. In fact, by the time actual recession arrives the yield curve can resume a normal pattern.

Here's a slightly different chart from FRED (the St. Louis Federal Reserve all things economic database), using the 10Y-2Y yields. This is the “tens and twos” spread traders usually watch.



Source: FRED

We again see the same pattern. You can vary the parameters but the broad principle holds pretty well. Yield curve inversions precede recessions by anywhere from a few months up to two years.

Recession Probability

This awareness that an inverted yield curve signals recession isn't new, nor did it appear from thin air. My first economic mentor, Dr. Gary North, was teaching me about inverted yield curves in the early 1980s. To my knowledge, there was no real research, just anecdotal observational analysis, but it still held. Then my friend and economist Campbell Harvey, now at Duke University, first proved its forecasting accuracy in his 1986 University of Chicago doctoral dissertation. Others quickly confirmed and expanded on his conclusions.

In 1996, New York Fed economists Arturo Estrella and Frederic S. Mishkin authored a [paper](#) comparing the yield curve to 19 other indicators and, importantly, finding a connection between the yield spread and recession probability.

To summarize, Estrella and Mishkin found the yield curve is most predictive of recession a year or so ahead of time. In fact, they concluded an inverted yield curve was the only useful predictor of recessions. Examining all the data from 1960-1995, they calculated the probability a recession would occur four quarters ahead, based on the spread between three-month and 10-year Treasury securities. They summarized it in this table.



Source: New York Federal Reserve Bank

Again, the yield curve is inverted when the spread is negative. Estrella and Mishkin found recession probability begins rising as the spread drops toward and then below zero. But notice how long it takes. Even when the curve mildly inverts with the spread at -0.17%, the odds of a recession in the next year are still only 30%.

But from a practical standpoint, by the time their model shows a 30 or 40% probability of recession, there has always been a recession following that point.

Your next question, of course, is where are we now. The 3M/10Y spread is about 0.48%. The table suggests this is consistent with about a 15% recession probability four quarters from now. Not so bad, if you are a bull. It means odds are good we'll get

and long-term yields stay where they are.

We are not out of the woods, though. We may just be entering them. Here is the 3M/10Y spread, the one Estrella and Mishkin used in their study, since the last recession ended.



Source: [FRED](#)

The spread peaked almost coincident with the last recession's end (the gray area at left) and has been dropping ever since. The ride down was smoother since mid-2017. Another two years like the last two will put the spread around -1.0%, meaning a recession is likely in 2020. The decline could also steepen and bring recession sooner.

After they wrote this paper, Mishkin went on to be a Fed Governor from 2006-2008 and is now at Columbia University. Estrella is still at the New York Fed and has been keeping these numbers updated. Here's his latest chart showing recession probability.



Source: [New York Fed](#)

As you see in the lower right of the chart, recession probability has been rising and is now around 15%, consistent with their earlier work. It is not rising as quickly as it did ahead of the last recession.

A little history: In September 2000 the yield curve was seriously inverting. I called Estrella to talk about the importance of the curve. I wrote then:

First, he told me he had done another study in 1998 comparing even more predictors. The latest study involved 30 potential predictors of a recession. The conclusion of that study was that the 90-day average of the yield curve was still

current situation more seriously.

But he would not go so far as to say that he personally saw a recession coming. I would like to consign that reluctance to the fact that he was still at the Fed.

In 2006, I called another Fed researcher and asked about recession probability. Again, there was great reluctance to actually predict a recession. This Federal Reserve economist actually went so far as to say (I swear, the person really said this): "There are reasons to believe it may be different this time."

Later in 2006, I was on my friend Larry Kudlow's CNBC show with Nouriel Roubini and John Rutledge. Larry and John were both adamant the bull market was in no way over and no recession was on the horizon. Nouriel and I saw it different. Oddly, we were *all* correct.

How can that be, you ask? A bear market began about six months after the show and recession six months later. But the stock market rose almost 20% after that show as well, so if you had exited the stock market, you would've missed a 20% rise (but still avoided a 50% bear market).

Sidebar: That has now happened to me twice. I've called recessions early and missed some opportunities. That is one of the reasons that I now use money managers with quantitative timing models. At the beginning of 2017, the four managers I use were heavily invested in equities. This year they have slowly moved into cash and are now as a group holding a significant portion (over 70%) of cash and cash equivalents. But then again, their models could become bullish. I have come to the point that I simply trust their models. For me, it feels a lot better than trying to make a prediction based upon my own analysis.

I haven't found a way to predict the future accurately, and certainly not with anything close to precision timing. And so while I can watch the yield curve and begin to get an idea of when there might be a recession in our future, applying that in a portfolio is difficult at best.

A Little Time

So pulling all this together, the flattening yield curve is a fair bit away from signaling a recession in the next year. That could change but it's where we are now. But it is certainly something to watch.

On the other hand, history never repeats itself quite so perfectly. Other things are different—all the [European Threats](#) I described last week, or the prospect of wider trade war as President Trump tries to make China change its ways.

I would not conclude from the yield curve that recession is either imminent or impossible. It says what I already knew: A recession will strike at some point, but we probably have a little time. I suggest using that time to prepare. As I've been saying for the last few months, you should prepare to exit positions that may become illiquid, think of ways to hedge, and generally get ready for a volatile 2019. Think of cash as an option on the future.

The high-yield bond market is also illustrative. Here is a chart from a webinar I just did with Steve Blumenthal.



Source: [CMG Capital Management](#) ([Click to enlarge chart](#))

Steve has been timing high-yield bond markets since 1992. I was actually timing high-yield bond markets for clients in the early 2000s when Steve and I met and I realized his system was better than mine. He's had three incredible runs since then in which he exited high-yield bonds and then his quantitative system said to get back in. He will tell you that he was extremely nervous every time but he did what the model told him to do.

Extraordinary gains followed because as rates fell the bonds delivered both high yields and capital gains. Steve feels a similar opportunity is coming. But you'll need some cash to participate when that time arrives.

I think we'll see a host of opportunities at the bottom of the next recession. Seizing them will take an iron stomach, but it's at the bottom of the markets, when everybody else is panicking, that you find real life-changing opportunities. While cash may seem unattractive today, it is really an option on future opportunities.

Cleveland, San Francisco, Boca Raton, and SIC

You may be reading this letter while Shane and I are on a plane on our way to cold Cleveland and the Cleveland Clinic to spend two days in their executive wellness program. The first week of January I will fly to San Francisco for the Biotech Showcase and then a Juvenescence seminar on antiaging and even age reversal. There is an amazing amount going on in this area. Then the third week of January Shane and I will be at the Tiger 21 conference in Boca Raton. If you are at the conference, drop me a note so that we can touch base.

We are very close to opening registration for my Strategic Investment Conference which will be held in Dallas next May 13-16. This will be the 16th annual conference. I can unequivocally say that it will be the best conference we've ever done. I am extraordinarily pleased and proud of the lineup that we have already assembled and we will confirm more soon.

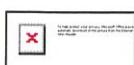
You won't want to miss this conference. There is nothing like being in the room to discuss the presentations with like-minded people. It is a completely different experience than listening to the audiotapes or reading the transcripts. The best testimony I can give you is that well more than half those present will be repeat attendees. There is a reason they keep coming back.

Watch your email for the invitation, as the reduced early bird rate will not last long. And I would not be surprised if the conference sells out again this year. You don't want to miss it.

And with that, I will hit the send button. I hear a workout calling me. I hope you have

All the best...

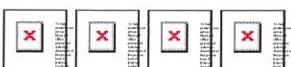
Your watching the yield curve for you analyst,



John Mauldin

Chairman, *Mauldin Economics*

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From: Anthony William DeLaVina
Sent: Friday, December 14, 2018 9:43 PM
To: lsponce@azleg.gov;

Cc: Mayor.Stanton@phoenix.gov;dougducey@az.gov;
krysten.sinema@mail.house.gov;ruben.gallego@mail.house.gov;jeff_flake@flak.senate.gov;Aryele.Bradford@mail.house.gov;Jennifer.Werner@mail.house.gov;Jessica_Presley@merkley.senate.gov
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l@ic.fbi.gov;@ic.fbi.gov;@ic.fbi.gov;@fbi.gov;
@ic.fbi.gov
Subject: Re: Governor Doug Ducey Appointing Martha McSally Should Be A Violation of Exceeding His Governor's Authority

By Anthony William De La Viña

There are so many articles going around about Governor Doug Ducey appointing Martha McSally to be a Senator just after She lost the election to Krysten Sinema. This should be a violation of exceeding his Governor's Authority because Martha McSally has never held the office as a U.S. Senator, so she has no experience as a U.S. Senator.

She tried running for The U.S. Senate Seat as a potential new Senator and she lost the public vote in Arizona, meaning the majority of Arizona Citizen's didn't have confidence in her experience or background to be a new United States Senator. Now Doug Ducey is just going to appoint someone that has never held that office. Either John Kyl stays in office or Senator Jeff Flake is asked to take John Kyl's Seat otherwise there needs to be a 2nd election to vote in someone that has never held the office of a United States Senator.. If Doug Ducey does this he will lose my vote and most likely the vote of over half the residents of Arizona that didn't vote her into office.

Everyone needs to Publicly Come Out To Criticize Doug Ducey if he is about to appoint Marth McSally who just lost the election to become a new United States Senator in The State of Arizona.....

<https://kvoa.com/news/local-news/2018/12/14/ducey-likely-to-pick-martha-mcsally-to-replace-sen-jon-kyl-sources-say/>

From: Anthony William DeLaVina
Sent: Friday, December 14, 2018 9:40 PM
To: sponce@azleg.gov

;Mayor.Stanton@phoenix.gov;dougducey@az.gov;
;krysten.sinema@mail.house.gov;ruben.gallego@mail.house.gov;jeff_flake@flakese-
ate.gov
Subject: Fw: Governor Doug Ducey Appointing Martha McSally Should Be A Violation of
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From: Anthony William DeLaVina
Sent: Friday, December 14, 2018 9:36 PM
To: sponce@azleg.gov

Cc: Mayor.Stanton@phoenix.gov;dougducey@az.gov;
luis.heredia@mail.house.gov;Zak.Royse@mail.house.gov;brandon_hiller@flake.senate.gov;john_mccain@mccain.senate.gov;rhuettner@land.az.gov;krysten.sinema@mail.house.gov;ruben.gallego@mail.house.gov;jeff_flake@flake.senate.gov;Aryele.Bradford@mail.house.gov;Jennifer.Werner@mail.house.gov;Jessica_Presley@merkley.senate.gov;terri.dicino@phoenix.gov;Marchelle.Franklin@phoenix.gov;sean.connolly@phoenix.gov;gina.garcia@phoenix.gov;hector.gamez@phoenix.gov;Vielka.Atherton@phoenix.gov;azpost@azpost.gov;karen.hudson@phoenix.gov;lisa.pena@phoenix.gov;paula.zaragoza@phoenix.gov;nicolette.chaidez@phoenix.gov;Sean.Coutts@phoenix.gov;EMcNeill@azdps.gov;steven.woytus@phoenix.gov;vince_boerbon@tempe.gov;Maryam_Coskun@tempe.gov;r_dietrich@mcso.maricopa.gov;lisa.pera@phoenix.gov;nicolette.chaidez@phoenix.gov
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<https://kvoa.com/news/local-news/2018/12/14/ducey-likely-to-pick-martha-mcsally-to-replace-sen-jon-kyl-sources-say/>

From: Jeffrey Downing) Sent You a Personal Message
<automail@knowwho.com>
Sent: Friday, December 14, 2018 3:50 PM
To: dducey@az.gov
Subject: Partisanship

Dear Gov. Doug Ducey,

It is far past the time where you elected officials start serving the US Citizens and our needs, not your party line. The frustration felt throughout this country is becoming overwhelming with the lack of positive action for the greater good. It is NOT your job to protect illegals, it is NOT your job to not fix our broken immigration system, it is NOT your job to postpone the will of the people to suit your singular or party politics.
It is your job to serve the People of the United States of America and not put those who are not ahead. Do your job and stop all the endless and needless bickering. PLEASE

Sincerely,

Mr. Jeffrey Downing

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From: Arch McGill
Sent: Friday, December 14, 2018 3:29 PM
Subject: "The Second World Wars" Lecture one

Arch McGill

Watch Lecture One

The Stakes of World War II

Overview:

World War II can be understood in terms of two competing arguments regarding the nature of man. One argument views man primarily as part of a collective, shaped in decisive respects by race or class. This led to the invasion of peaceful lands and the organized slaughter of millions. The other argument views the human soul as free—never to be governed without consent. The unflinching insistence on this view led to liberation.

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About “The Second World Wars”

World War II, the greatest armed conflict in human history, encompassed global fighting in unprecedented ways. This course analyzes Allied and Axis investments and strategies that led one side to win and the other to lose. It also considers how the war's diverse theaters, belligerents, and waves of fighting came eventually to

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From: Scott Lang <
Sent: Friday, December 14, 2018 3:00 PM
To: dougducey@az.gov
Subject: Senate Appointment

Governor Ducey:

As Senator Kyl (my childhood neighbor) prepares to resign his Senate seat, you are faced with the task of finding his replacement. As you consider your options, I strongly urge you NOT to choose Martha McSally.

Beyond the fact that she has already been rejected by the voters of this state, her vitriol, anger and hate speech towards her recent opponent(s) show her true colors and exemplify the wrong direction in this country and it's politics. My neighbor, who is the most conservative person I know said, "She is the meanest, nastiest politician I have ever seen, and for the first time in my adult life, made me vote Democratic."

You have the distinct privilege and responsibility to choose our next sitting Senator. You have the opportunity of selecting someone who is someone we can be proud of and build bridges with their constituents and colleagues while Martha McSally's past revolting behavior indicates she is likely to tear them all down.

Sincerely,

Scott Lang
Arizona resident since 1973

From: Mercado369 <info@mercado369.com>
Sent: Friday, December 14, 2018 1:01 PM
To: dougducey@az.gov
Subject: MERCADO WONDERLAND & 15% OFF STOREWIDE



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Event schedule:

12:00pm - 5:00pm: Meet Santa and cherish the moment with photos at no cost. Use hashtag **#Mercado369** and post your pictures on Social Media.

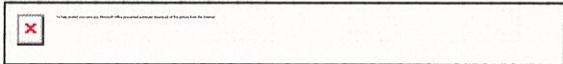
2:00pm - 5:00pm: Tamale & Champurrado Making Workshop. (Cost \$35)

Attendees will learn step-by-step instruction on how to make vegan AND traditional tamales as well as champurrado, a traditional Mexican hot chocolate drink. Attendees will learn about the history of the food and will get to enjoy what they make and take the recipe cards home. Instructed by Iris Candelaria and Alma Delia.

2:00pm - 5:00pm: Complimentary Snack Bar, Hot Cocoa Bar & Balloon Artist. Plus Kids Arts & Crafts and Face Painting.

5:30pm - 7:30pm: Movie Presentation - "Frozen" projected on the gallery screen with floor padding provided for kids to bring their pillows and blankets. Seating is limited, attendees are welcome to bring a cushion or folding chairs.

RSVP!



Tamale & Champurrado Making Workshop (Cost \$35)

Dec. 15th Beginning at 2pm - 5pm.

Iris Candelaria from Candelaria's Bakery and Alma Delia from Down to Earth Vegan and Vegetarian Food Truck will guide you on how to make vegan AND traditional tamales as well as champurrado, a traditional Mexican hot chocolate drink. Learn about the history of the food while enjoying your tasty creation, plus whip up delicious comfort at anytime with take-home recipe cards.

Tickets are \$35/person, seats are limited!

SIGN UP HERE!

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[Unsubscribe dougducey@az.gov](#)

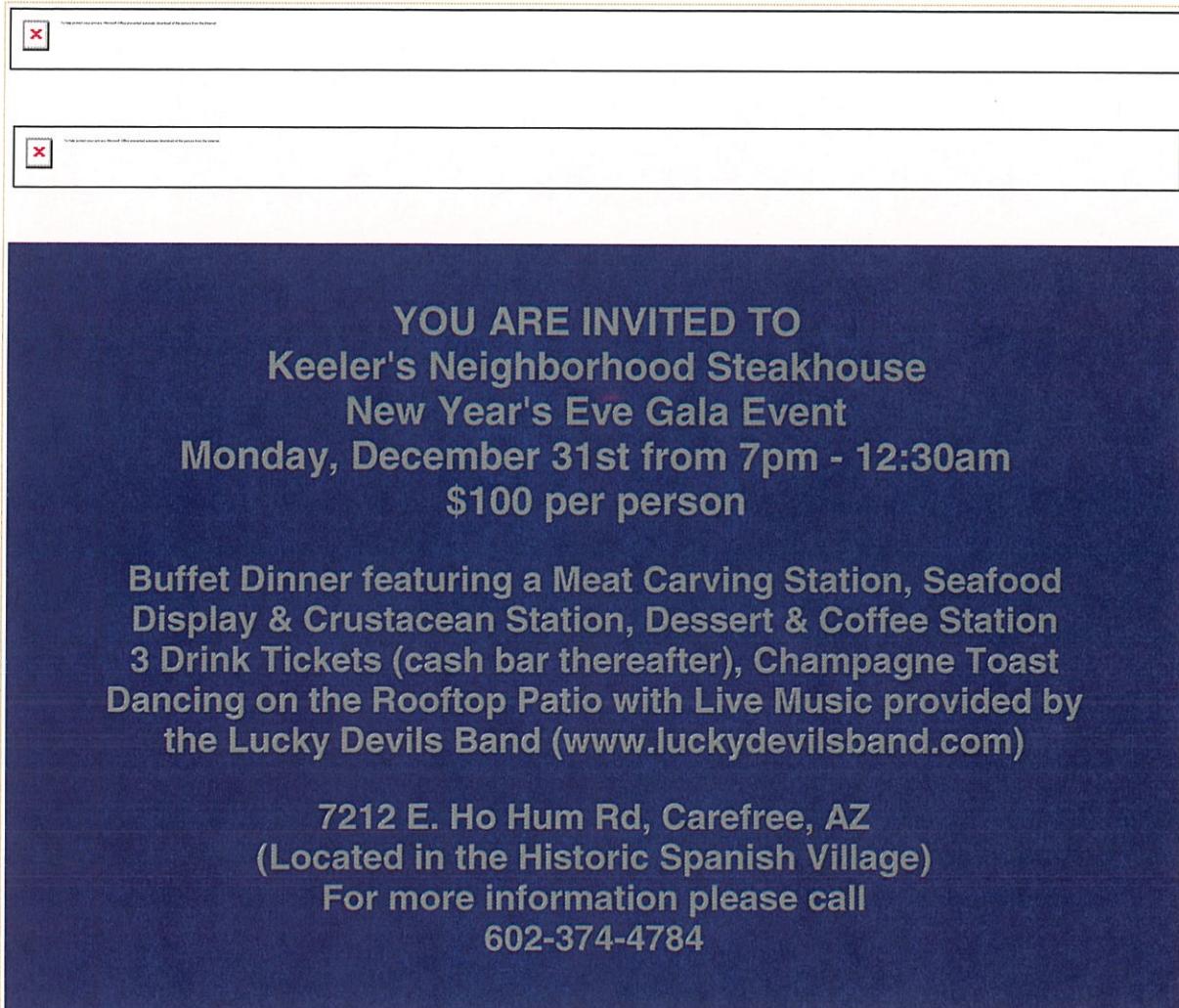
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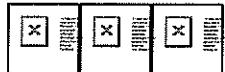


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Sent: Friday, December 14, 2018 11:35 AM
To: dougducey@az.gov
Subject: Ring in the New Year in Style!



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From: O'Quin, Cassie <Cassie.O'Quin@azed.gov>
Sent: Friday, December 14, 2018 11:14 AM
To: 'dducey@az.gov';jmesnard@azleg.gov;'syarbrough@azleg.gov';RBOWERS@azleg.gov;KF
ANN@azleg.gov
Cc: 'mreagan@azsos.gov'
Subject: Alternative Teacher Development Program Annual Report Required Pursuant to A.R.S.
15-552
Attachments: ADE Alternative Teacher Development Program Report Dec 2018.pdf

Good morning,

On behalf of the Arizona Department of Education, attached you will find the annual report required pursuant to A.R.S. § 15-552 concerning the Alternative Teacher Development Program.

Please feel free to contact me if you have any questions.

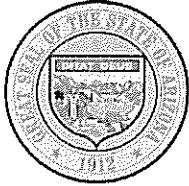
Sincerely,

Cassie O'Quin

Government Relations & Communications Liaison
Policy Development & Government Relations
Arizona Department of Education
cassie.o'quin@azed.gov
602-542-3876 (o) or 602-339-9162 (m)



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State of Arizona
Department of Education

Educator Excellence



MEMO

TO: Doug Ducey
Governor, State of Arizona

Senator Steve Yarbrough
President of the Senate

Representative J.D. Mesnard
Speaker of the House of Representatives

FROM: Bruce DuPlanty
Deputy Associate Superintendent, Educator Preparation and Certification

DATE: December 11, 2018

RE: **A.R.S. 15-552 relating to an alternative teacher development program**

The attached report generated by Teach for America, revised October 2018 and submitted to the Department, is respectfully submitted as required by A.R.S. 15-552 and includes the required information:

1. The number of teachers placed in low income schools by the service provider.
2. The number of students served by teachers placed in low income schools by the service provider.
3. Demographic data concerning the aggregate composition of students in classrooms served by teachers placed by the service provider.
4. A listing of the school districts and schools in which teachers were placed by the service provider.
5. Classroom-level data collected by the service provider that demonstrates the academic progress of students instructed by teachers participating in the alternative teacher development program.
6. A descriptive summary of the ongoing support, evaluations and professional development provided to participating teachers.
7. The performance classifications of teachers participating in the alternative teacher development program pursuant to section 15-537, as reported to the service provider by participating teachers.
8. A total of all matching monies raised by the service provider.

CC: Michele Reagan
Arizona Secretary of State

ARS 15-552 Annual Report
"Alternative Teacher Development Program"
October 15, 2018

Prepared for the
Arizona Department of Education

TEACHFORAMERICA
3030 N. Central Ave, Suite 900
Phoenix, AZ 85013
602.304.0211 x47051
Katie Tennessen Hooten
Executive Director

Table of Contents

The following table lays out the contents of this report, as requested by the Arizona Department of Education, along with the corresponding page that each item can be found on.

Reporting Requirements (as requested by the ADE)	Page(s)
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2. The number of students served by teachers placed in low income schools by the Contractor.	3
3. Demographic data concerning the aggregate composition of students in classrooms served by teachers placed by the Contractor.	3-4
4. A listing of the school districts and schools in which teachers were placed by the Contractor.	3-4
5. A total of all matching monies raised by the Contractor.	5
6. The number of teachers in each of the four evaluation performance classifications.	6
7. Classroom-level data showing student academic progress by participating teachers compared to students served in the same school by beginning teachers.	6-7
8. The retention rate of the teachers who participate in this program.	8
9. A descriptive summary of the ongoing support, evaluations, and professional development provided to participating teachers.	9

- I. *The number of teachers placed in low income schools by the Contractor*
- II. *The number of students served by teachers placed in low income schools by the Contractor.*

Overview of Teach For America Corps in Arizona (2017 and 2018 Corps Members):

Total Corps Size: 112

Estimated Number of Students Reached: 8,400 (approx. 1,950 students taught in STEM classes)

Current Corps Member Diversity:

Person of Color (POC): 43.8%

Grew up in Low-Income Community (LIC): 43.8%

POC or grew up in LIC: 57%

POC or Pell Grant Recipient: 55.4%

- III. *Demographic data concerning the aggregate composition of students in classrooms served by teachers placed by the Contractor.*

*SEE FRPL % IN LAST COLUMN OF TABLE BELOW

- IV. *A listing of the school districts and schools in which teachers were placed by the Contractor.*

Teach For America Placement Sites – 2018-19 School Year

School:	District/Network:	% Free & Reduced Price Lunch:
AMS Camelback	Academies of Math and Science	88
Agua Fria High School	Agua Fria Union High School District	60
Pioneer Prep School	Challenge Foundation Academy	82
Ethos Academy	Challenge Foundation Academy	93
Western School for Science and Technology	Challenge Foundation Academy	81
Empower College Prep High School	Empower College Prep	94
Reyes Maria Ruiz Leadership Academy	Espiritu	96
Aim Higher Academy	Espiritu	82
NFL YET	Espiritu	93
Academia Del Pueblo	Friendly House	99
Melvin E. Sine Elementary School	Glendale Elementary School District	95
Maryvale Prep	Great Hearts	69
Esperanza Elementary School	Isaac School District	90

Isaac Middle School	Isaac School District	93
Mitchell Elementary School	Isaac School District	99
Pueblo del Sol Elementary School	Isaac School District	99
Tres Rios Elementary School	Littleton Elementary School District	85
Collier Elementary School	Littleton Elementary School District	74
Country Place Elementary School	Littleton Elementary School District	82
Estrella Vista STEM Academy	Littleton Elementary School District	78
Quentin Elementary School	Littleton Elementary School District	86
Fine Arts Academy	Littleton Elementary School District	75
Littleton Elementary School	Littleton Elementary School District	78
Eisenhower Center for Innovation	Mesa Public Schools	88
Guerrero Elementary School	Mesa Public Schools	96
Mesa High School	Mesa Public Schools	65
Rhodes Junior High	Mesa Public Schools	76
Skyline High School	Mesa Public Schools	55
Westwood High School	Mesa Public Schools	70
Dunbar Elementary School	Phoenix Elementary School District	89
Heard Elementary School	Phoenix Elementary School District	89
Kenilworth Elementary School	Phoenix Elementary School District	75
Whittier Elementary School	Phoenix Elementary School District	81
Herrera Elementary School	Phoenix Elementary School District	80
Alhambra High School	Phoenix Union High School District	86
Betty Fairfax High School	Phoenix Union High School District	58
Carl Hayden High School	Phoenix Union High School District	93
Maryvale High School	Phoenix Union High School District	89
South Mountain High School	Phoenix Union High School District	84

Cesar Chavez High School	Phoenix Union High School District	62
Irene Lopez Elementary School	Roosevelt School District	95
Pastor Elementary School	Roosevelt School District	91
Julian Elementary School	Roosevelt School District	94
Vista College Prep	Vista College Prep	93
TOTAL AVERAGE		84

V. A total of all matching monies raised by the Contractor.

Note: The information below is reflected in our last report, submitted March 2018, as it is still our most current data. We would be happy to update this information at a future date when new data is available.

Matching Gifts Received in (TFA's) Fiscal Year 2018

Donor	Match Amount	Date
Arizona Public Service	\$25,000	7/28/2017
BMO Financial Group	\$10,000	11/8/2017
Diane and Bruce Halle Foundation	\$150,000	9/21/2017
Executive Council Charities	\$5,000	9/19/2017
Gary Tooker	\$50,000	12/26/2017
Jon Walker	\$5,000	12/1/2017
Kate Baker	\$15,000	2/9/2018
Kemper and Ethel Marley Foundation	\$50,000	7/26/2017
Phil Francis	\$100,000	8/16/2017
Regina Bidstrup	\$20,000	12/15/2017
State Farm Companies Foundation	\$135,00	1/30/2018
Wells Fargo	\$35,000	6/6/2017
Whiteman Foundation	\$25,000	10/6/2017
William Post	\$10,000	12/5/2017
Total	\$500,000	

VI. The number of teachers in each of the four evaluation performance classifications.

Note: The information below is reflected in our last report, submitted March 2018, as it is still our most current data. We would be happy to update this information at a future date when new data is available.

Total Number of Teach For America Corps Members Reported On	86*
Highly Effective Corps Members	23 (27%)
Effective Corps Members	29 (34%)
Developing Corps Members	21 (24%)
Ineffective Corps Members	2 (2%)

*This number does not reflect our total corps and includes both first and second year corps members (2017 & 2016 cohorts, respectively). We surveyed every school we place corps members in and every response we received is included above.

Additionally, these are open-ended comments that were offered by partner school leaders:

“They are continually some of the most prepared and motivated staff members I have. It has helped my school tremendously and I am proud to say I have retained many corps members to the profession if not my school.”

– Partner High School Principal

“Our 3 TFA teachers are outstanding. They are excited to teach our students and they are willing to do everything possible to ensure kids learn. All three of them are great at building relationships with their students and colleagues.”

– Partner Middle School Principal

“They have had a tremendous positive impact on our school culture and are particularly effective at developing positive relationships with students and families.”

– Partner Elementary School Principal

VII. Classroom-level data showing student academic progress by participating teachers compared to students served in the same school by beginning teachers.

Note: The information below is reflected in our last report, submitted March 2018, as it is still our most current data. We would be happy to update this information at a future date when new data is available.

While it is difficult for us to obtain comparative, classroom-level data, we are able to show some of the effects our corps members (first and second-year teachers) have on student achievement as compared to other novice teachers. Without access to comparative, state-normed data, our best evidence of our teachers' comparative impact on student achievement is through responses from the school leaders who hire and work directly with our teachers on their school campuses. Below are the responses to an independent (third party research firm) survey that

asks principals to respond to questions regarding the performance of our corps members. We've selectively included the responses that provide evidence of our teachers' effect on "student academic progress" per the request above.

Last school year, 80% of our corps members (first and second year teachers) made *at least* one full year of academic growth, and many achieved more than what is expected in one academic year. On average, children growing up in low-income communities achieve significantly less than a full academic year of growth each school year.

Appendix AP: 2017 National Principal Survey Instrument Responses for Phoenix

Twenty-three total principals responded.

The Teach For America corps members that I hired met or exceeded expectations I had for them during the hiring process.

Strongly Agree	35%
Moderately Agree	39%
Somewhat Agree	17%
Somewhat Disagree	0%
Moderately Disagree	4%
Strongly Disagree	4%

I am satisfied with the Teach For America corps members in my school.

Strongly Agree	39%
Moderately Agree	30%
Somewhat Agree	26%
Somewhat Disagree	0%
Moderately Disagree	0%
Strongly Disagree	4%

I would recommend hiring a Teach For America corps member to a fellow school leader.

Strongly Agree	35%
Moderately Agree	43%
Somewhat Agree	17%
Somewhat Disagree	0%
Moderately Disagree	0%
Strongly Disagree	4%

Please tell us whether Teach For America corps members make positive, negative, or no difference in terms of student's academic growth.

Positive Difference	70%
No Difference	22%
Negative Difference	9%

Please tell us whether Teach For America corps members make positive, negative, or no difference in terms of student's personal growth (e.g., socio-emotional development, growth mindset)

Positive Difference	70%
No Difference	22%
Negative Difference	9%

VIII. The retention rate of the teachers who participate in this program.

Corps Year	Total	Completed
2017	49	41
2018	71	71
Total	120	112
Retention Rate	93%	

Source for first two columns of information: The Morrison Institute's May 2017 Report: <u>Finding & Keeping Educators for Arizona's Classrooms</u>	All Arizona Teachers	Teach For America-Phoenix Teachers
Second year teacher retention (<i>taught beyond first year</i>) "Twenty-two percent of the new teachers who were hired in Arizona between 2013 and 2015 left after their first year on the job."	78%	92.9% <i>(average from 2006-2016)</i>
Third year teacher retention "Of the new teachers hired in 2013, 42 percent were not in the ADE database by 2016. – Arizona Department of Education data."	58%	65% <i>(2014 corps members)</i>
Diversifying the teacher workforce	22% identify as people of color	53% identify as people of color <i>(2015-2017 teachers)</i>

IX. A descriptive summary of the ongoing support, evaluations, and professional development provided to participating teachers.

Our program continuum hinges on the recruitment, selection, training, and support of our teachers and the creation of continuous leadership development opportunities for our alumni. Each year, we focus on the following key programmatic activities:

- *Recruitment and Selection* - We seek talented and diverse college graduates and professionals, who demonstrate the traits needed to excel as teachers in low-income areas and become agents of change in education reform.
- *Training and Teacher Preparation* - All incoming corps members attend an intensive six-week training institute, run by the local Teach For America program, to learn the overarching approach to teaching utilized by successful teachers in low-income communities and to gain the training needed to become highly effective teachers.
- *Placement* - Partnering with districts and charter schools, we place corps members in positions where they can achieve maximum success, balancing district needs, state requirements, and corps member preferences.
- *Regional Support and Professional Development*. Regional support includes 1) individualized one-on-one support from a coach trained specifically in leadership development for teachers, including observations, feedback, co-planning and coaching conversations, 2) quarterly group professional development with veteran educators, 3) coursework and observations through an alternative certification program, and 4) connections with Teach For America alumni for mentorship and resource sharing.
- *Alumni Support* - We clarify and accelerate the path to leadership through our alumni network, online resources, and collaboration with universities and organizations that offer leadership programs for aspiring school leaders and political leaders. We also facilitate and support a Teach For America Alumni Leadership Board, which is made up of Teach For America alumni in Arizona and responsible for galvanizing a network of alumni working together to advance educational equity and opportunity in Arizona.

From: O'Quin, Cassie <Cassie.O'Quin@azed.gov>
Sent: Friday, December 14, 2018 11:14 AM
To: 'dducey@az.gov';jmesnard@azleg.gov;'syarbrough@azleg.gov';RBOWERS@azleg.gov;KF
ANN@azleg.gov
Cc: 'mreagan@azsos.gov';sallen@azleg.gov;pboyer@azleg.gov;MUDALL@azleg.gov;alicia.wi
lliams@azsbe.az.gov
Subject: K-3 Reading Program Annual Report Pursuant to A.R.S. 15-211
Attachments: Move On When Reading Annual Report 2018 .pdf

Good morning,

On behalf of the Arizona Department of Education, attached you will find the annual report required pursuant to A.R.S. § 15-211 concerning the K-3 Reading Program.

Please feel free to contact me if you have any questions.

Sincerely,

Cassie O'Quin

Government Relations & Communications Liaison
Policy Development & Government Relations
Arizona Department of Education
cassie.o'quin@azed.gov
602-542-3876 (o) or 602-339-9162 (m)



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Move on When Reading

Annual Report

2018



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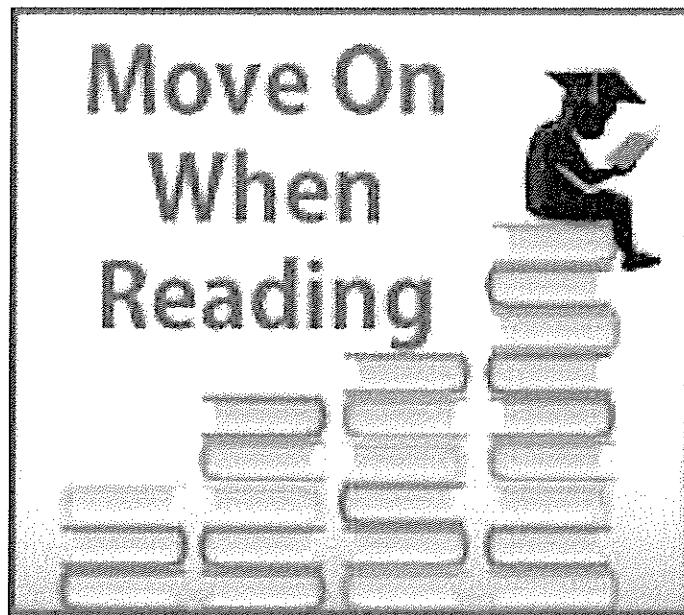
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- II. Move on When Reading: An Overview
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 - b. History of Move on When Reading
 - c. Impact of Early Literacy
 - d. Requirement of the Legislation
 - e. The Five Pillars of Early Literacy
 - f. A Comprehensive Assessment System
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 - b. Professional Development
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 - ii. Teaching Reading Effectively Data
 - iii. Other Professional Development Opportunities
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 - d. Literacy Collaborations
 - i. Literacy Partnerships
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 - d. Move on When Reading Retention Data
 - e. Four Exemptions to 3rd Grade Retention
 - f. LEA Data on 3rd Grade Retention
- VI. MOWR Statewide Programmatic Data
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 - b. Reading Block Duration
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- VIII. Bibliography

Section I: Executive Summary

The Move On When Reading (MOWR) legislation is designed to identify struggling readers and to provide them with specific, targeted interventions so they are reading at or above grade level by the end of 3rd grade. This annual report details the major elements of the program, provides a description of the activities undertaken by the Arizona Department of Education's MOWR team to improve K-3 literacy across the state, highlights the MOWR's team literacy partnerships with stakeholders at a state and national level, identifies further plans to improve K-3 literacy, and provides national, statewide, and school/district level data on K-3 literacy.

For further information on MOWR, please contact the ADE MOWR team.

- Sean Ross – Director of K12 English Language Arts and Humanities
 - Sean.ross@azed.gov
- Sarah Bondy – K-3 Early Literacy Specialist
 - Sarah.Bondy@azed.gov



Early Identification and Targeted Intervention Lead to Grade-level Reading

Section II: Move on When Reading: An Overview

Purpose of the Legislation

The Move on When Reading (MOWR) legislation is designed to identify struggling readers and to provide them with specific, targeted interventions so they are reading at or above grade level by the end of 3rd grade.

History of the Legislation

The MOWR legislation was passed in 2010 and fully implemented in 2013 to support early literacy for all kindergarten through 3rd grade students across the state. The legislation allots approximately 45 million dollars per year to be disseminated amongst schools with kindergarten through 3rd grade students. The program was administered by the Arizona State Board of Education until 2015. During that time, the Arizona State Board of Education received 1.5 million dollars each year to administer the program.

In October of 2015, the Arizona State Board of Education transferred responsibility for the MOWR program to the Arizona Department of Education. The Arizona Department of Education receives 500,000 dollars per year to administer the program. The MOWR team at the Arizona Department of Education consists of 1.5 full time employees, who provide technical assistance on early literacy to all 1,255 elementary schools in Arizona. This is the smallest team for the administration of this type of legislation in the country.

In 2016 and again in 2018, the State Board of Education convened the K-3 Literacy Ad Hoc Committee. This committee, made of literacy experts from across the state, recommends revisions to the MOWR legislation to be approved by the State Board of Education and recommended to the Arizona Legislature.

Impact of Early Literacy

Literacy is a key to a full and successful adult life. The demands of the twenty-first century economy call for strong reading comprehension skills more than ever before. MOWR focuses on the use of evidence-based literacy assessments to identify a student's specific area of struggle with reading so that evidence-based strategies can be implemented to help the student read at or above grade level. The earlier a student's area of struggle is identified, the more successfully it can be remedied with targeted interventions. This is especially important in kindergarten through 3rd grade because, at 4th grade, students transition more fully from learning to read to reading to learn. However, while reading scores in Arizona have steadily increased since 1998, only 30% of Arizona's 4th grade students are reading at or above the Proficient level as measured by the National Assessment of Educational Progress (NAEP).

It is important to understand the impact that early literacy instruction has on a student's future:

1. 60% of all American prison inmates are illiterate
2. 85% of all juvenile offenders have difficulties with reading
3. 75% of students identified with reading problems at 3rd grade still struggle with reading in 9th grade
4. 90% of high school dropouts were struggling readers in 3rd grade
5. Students who are reading below grade level at 3rd grade are four times more likely to not graduate from high school than their peers who are reading proficiently

It is clear that the consequences of reading below grade level negatively impact a child's future.

However, early identification and targeted intervention, as called for in the MOWR legislation, can help each child learn to live a rich, literate life. In fact, **85-90% of struggling readers can grow to read at grade level with interventions implemented before the 3rd grade**

Requirements of the Legislation

MOWR facilitates early identification and targeted intervention by providing all schools with kindergarten through 3rd grade students with a systematic and comprehensive approach to literacy. The systematic approach called for by MOWR addresses struggling reader identification, assessment, strategic interventions, data collection, retention, and the appropriate use of funds to improve literacy. The components of MOWR are found in A.R.S. § 15-211, 15-701, and 15-704. These statutes contain the following requirements:

1. The use of an evidence-based core reading program that addresses all pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension
2. The use of evidence-based intervention programs for Tier II (At Risk), Tier III (Significantly At Risk), and Special Education students
3. The use of a comprehensive literacy assessment system to evaluate and monitor student progress in reading: Universal screener, Diagnostic(s), Progress Monitor, Benchmark, and Summative Assessments
4. The implementation of an ongoing professional development system to improve instruction in early literacy
5. Required parental notification of a student's area of struggle, the interventions being implemented at school, and strategies to be used at home
6. The retention of a student who fails to meet the cut score on the reading portion of the statewide assessment and does not meet one of the four good-cause exemptions
7. The implementation of multiple interventions for students who are retained
8. The use of MOWR funds for the improvement of kindergarten through 3rd grade literacy

The Pillars of Early Literacy

A comprehensive literacy system includes direct and explicit instruction in the five pillars of early literacy.

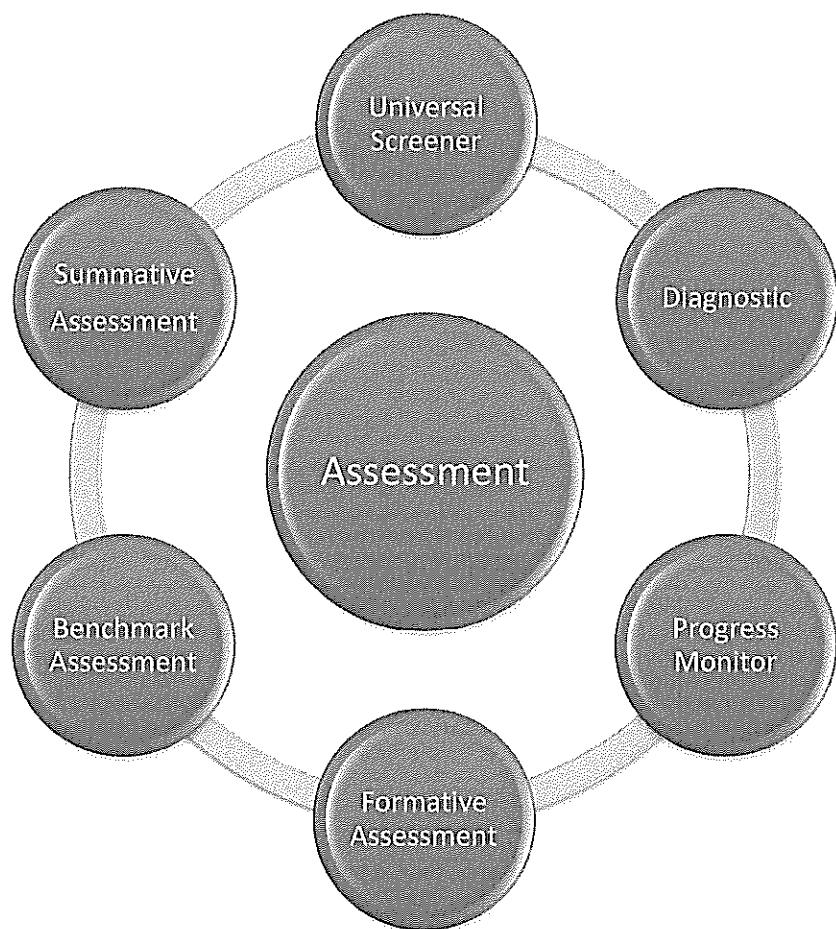
1. Phonological Awareness
 - a. A global awareness of large chunks of speech, such as syllables, onset and rime, and sounds at the phoneme level
2. Phonics
 - a. Study of the relationship between letters and the sounds they represent
3. Fluency
 - a. The ability to read a text accurately, quickly, and with proper expression and comprehension
 - i. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.
4. Vocabulary
 - a. The words that one must understand to comprehend what is being heard or read
5. Comprehension
 - a. The ability to make meaning from a text, to accurately understand the information presented

A Comprehensive Assessment System

A balanced and comprehensive assessment system supports literacy achievement by providing data to inform decisions at the student, classroom, district, and statewide level. MOWR requires the following literacy assessment tools to identify and monitor the progress of students who struggle with reading.

1. Universal Screener
 - a. Brief tests administered to every student at specific times (usually within the first four weeks of school) to identify students who are likely to struggle to acquire basic reading skills
2. Diagnostic Assessments
 - a. Targeted tests administered to students identified as at risk by the universal screener to gather specific information on the student's specific areas of struggle with reading
3. Progress Monitor
 - a. Brief assessments used continuously to monitor struggling readers to determine the impact of specific interventions on student mastery of specific skills and to adjust instruction in response to student need

4. Benchmark Assessments
 - a. Tests administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs
5. Summative Assessment
 - a. An end of year or end of course test, such as AzMERIT, used to evaluate the effectiveness of a program



Section III: Arizona Department of Education Activities to Support K-3 Literacy

The Arizona Department of Education (ADE) MOWR team provides guidance documents, professional development, technical assistance, and serves in an advisory capacity to support K-3 literacy across the state.

Guidance Documents

To help facilitate understanding of MOWR policies and to assist schools with providing early identification and targeted interventions for struggling readers, ADE develops guidance documents and disseminates them directly to all Arizona MOWR contacts. These documents, as well as other guidance documents, can also be found by all stakeholders on the [Move on When Reading](#) page of the ADE website.

These MOWR resources provide guidance on early literacy, best practices in reading instruction, and information about cognitive development, Dyslexia, MOWR legislative changes, MOWR requirements, use of MOWR funds, and submitting MOWR Literacy Plans, among other literacy topics.

To best reach all stakeholders in the field, the MOWR team has created resources in multiple formats: videos, webinars, face-to-face presentations, and documents.

- [Overview of the 2017 Legislative Changes to MOWR \(Video\)](#)
- MOWR Legislation
 - [A.R.S. §15-701](#)
 - [A.R.S. §15-704](#)
 - [A.R.S. §15-211](#)
- [Overview of School and District MOWR responsibilities](#)
- [ADE Connect Setup for MOWR](#)
- [New Reporting Requirements for 2018](#)
- [2018-2019 School Literacy Plan Guidance](#)
- [2018-2019 LEA \(District Level\) Literacy Plan Guidance](#)
- [K-3 Literacy Plan Checklist](#)
- [MOWR Literacy Assessment Data Submission](#)
- MOWR Sample Parent Letters
 - [Sample Letter 1 \(English\)](#)
 - [Sample Letter 1 \(Spanish\)](#)
 - [Sample Letter 2 \(English\)](#)
 - [Sample Letter 2 \(Spanish\)](#)
- [LEA K-3 Reading Budgets \(FY18 & FY19\)](#)
- [MOWR Overview 2018-2019](#)
- [Core Reading Program Guidance](#)
- [MOWR K-3 Literacy Plan School Level Recorded Webinar](#)
- [MOWR K-3 Literacy Plan LEA Level Recorded Webinar](#)
- [Essential Components of a Literacy Plan](#)
- [K-5 Literacy Self-Assessment](#)
- [A Comprehensive K-3 Reading Assessment Plan: Guidance for Leaders](#)
- [Guidance for Valid Literacy Assessments](#)
- [Criteria for Valid Literacy Assessments for Use with the Collection of Assessments Exemption to Retention](#)
- [Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices](#)

- [Building Blocks to Becoming a Reader \(Family Resource\)](#)
- [Dyslexia Resources](#)
- [Dyslexia Handbook for Educators](#)
- [Dyslexia Resource Guide for Families](#)
- [Read on Arizona Early Literacy Guide for Families](#)
- [Structuring the 90 Minute Reading Block \(Video\)](#)
- [K-3 Literacy for Administrators](#)
- [Appropriate Use of MOWR Funds to Support K-3 Literacy](#)
- [Using Assessment Data to Drive Instruction](#)
- [MOWR Summer School Guidance](#)

Professional Development

Teaching Reading Effectively Overview

As part of its efforts to improve early literacy instruction, ADE offers the Teaching Reading Effectively (TRE) training. The content of the TRE training includes current research and evidence based practices that are necessary to develop a student's oral language, decoding and encoding skills, academic vocabulary, and reading comprehension. The TRE training is designed to empower teachers to use evidence-based strategies to improve reading instruction. The TRE training was created for K-3 general education teachers, K-5 special education teachers, literacy coaches, and leaders and is designed to improve classroom instruction and school wide literacy programs.

The primary units of the TRE training include:

- Foundations of Reading
- Learning to Read and Spell: A National Problem
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Fluency
- Vocabulary
- Comprehension and Writing

Once a teacher has completed the five-day TRE training, he/she can take the Teaching Reading Effectively – Trainer of Trainers (TRE-TOT) course. This course is designed to deepen each participant's understanding of early literacy so that he/she is qualified to deliver the TRE training locally at a school or district. These teachers take the knowledge of early literacy that they have acquired and use it to empower the teachers at their school or district to strengthen their literacy instruction for all students.

From 2013-2015, the State Board of Education allotted 500,000 dollars to the ADE solely to facilitate the delivery of the TRE and TRE-TOT trainings across the state, retaining 1 million dollars for the administration of the MOWR legislation. When full responsibility of the MOWR program was transferred to the ADE, 500,000 dollars were allotted for both the delivery of the TRE trainings and the

administration of the MOWR program. This reduction in funding has reduced the number of trainings that can be offered by the ADE across the state.

TRE Data

In 2018, TRE trainings were offered in 8 counties around Arizona:

- Cochise
- Coconino
- Maricopa
- Navajo
- Pima
- Santa Cruz
- Yavapai
- Yuma

In 2018, educators from the 13 counties have participated in TRE trainings:

- Apache
- Cochise
- Coconino
- Gila
- Graham
- Maricopa
- Mohave
- Navajo
- Pima
- Pinal
- Santa Cruz
- Yavapai
- Yuma

During 2018, 756 educators received literacy instruction through TRE and TRE-TOT trainings.

In each TRE training, each participant takes a pre-test and a post-test that assesses his/her understanding of foundational concepts of literacy. The results of the pre- and post-tests illustrate the impact of the training on participants' levels of understanding.

TRE: Pre- and Post-test Data (2018)

Average Pre-test Participant Score	Average Post-test Participant Score	Average Participant Growth
37%	83%	46%

The TRE has been offered in 8 counties around the state. The participants in these counties have shown impressive growth in their knowledge of the pillars of early literacy. Below is a list of the counties with the highest level of growth in the state during 2018.

TRE: Growth in Literacy Knowledge by County (2018)

Santa Cruz	Pima	Yavapai	Maricopa
50%	51%	53%	54%

The TRE training provides proven results in expanding educator understanding on the foundational elements of early literacy.

Other Professional Development Opportunities

In addition to the TRE and TRE-TOT trainings, the K12 Standards section of the ADE, which includes the MOWR team of 1.5 employees, offers other professional development opportunities focused on K-5 literacy instruction. These trainings are offered in face-to-face and webinar format. Additionally, LEAs can request for an ADE trainer to travel to their region to deliver the training for only the cost of mileage and lodging. In particular, this year the team began offering the Teaching Struggling Readers in Grades 4-12 training, which addresses struggling readers at the middle and high school levels.

- Teaching Struggling Readers in Grades 4-12
 - Teachers learn how to identify and address reading struggles in middle and high school
- Multisensory Grammar
 - Teachers learn multisensory approaches to teaching grammatical concepts such as syntax and parts of speech
- K-3 Writing Foundations
 - Teachers learn how to best teach the progression of handwriting, spelling, and sentence construction skills to students
- K-5 ELA Standards: Syllables (Part I and Part II)
 - Teachers learn the role that syllables play in teaching students to read, write, and spell
- K-5 ELA Standards: Morphemes (Part I and Part II)
 - Teachers learn the role that word meanings and word attack skills play in teaching students to read, write, spell, and determine the meaning of unfamiliar words
- Understanding and Identifying Topic, Main Idea, and Topic Sentence When Reading
 - Teachers learn how to instruct students to identify the main idea and key details in a passage to increase comprehension

- School-Level Literacy Plan Guidance Webinar
 - Guides MOWR coordinators through a step-by-step process for building their school literacy plans
- LEA-Level Literacy Plan Guidance Webinar
 - Guides MOWR coordinators through a step-by-step process for building their comprehensive district literacy plans

Technical Assistance

In addition to the guidance documents and professional development the MOWR team provides to educators across the field, it also provides technical assistance to all schools with K-3 students. The technical assistance comes in two primary forms: literacy guidance and assistance with the building and submission of the MOWR literacy plans.

In particular, the MOWR team provides guidance on how to meet ESSA evidence-level requirements. The recent requirement that core reading and reading intervention programs meet ESSA evidence levels resulted in a heightened need for technical support. For further information on this requirement, see the following video: <https://youtu.be/7TwQ8V1LL4w>.

Between August and December 2018 alone, the MOWR team of 1.5 employees fielded over 1,055 emails and over 500 phone calls while providing technical assistance to 1,255 districts and charter schools that serve K-3 students across the state.

MOWR Literacy Convenings

In July 2018, the MOWR team, in partnership with Regional Education Laboratories West, held its first annual MOWR Literacy Convening. During this full-day session, schools and district K-3 personnel were brought together to discuss issues with K-3 literacy, the MOWR policy and program, and best practices in the teaching of reading. The first convening had 58 participants from 30 districts/charter schools and 9 counties.

In 2019, the MOWR team will increase the number of convenings to better reach schools around the state.

Literacy Collaborations

While offering guidance documents, professional development, and technical assistance, the MOWR team also serve as partners to several professional literacy groups.

Literacy Partnerships

- ADE Dyslexia Advisory Committee
 - This interagency committee built the dyslexia resources and the Dyslexia Handbook that can be found on the MOWR webpage. These resources are designed to help educators and families gain a greater understanding of dyslexia and what instructional techniques work best with dyslexic students.
- ADE Literacy Leadership Committee
 - This committee, led by the MOWR team, brings together representatives from all sections in the ADE that lead literacy initiatives: MOWR, K12 Standards, Office of English Language Acquisition Services, Special Education, Early Childhood, Title I, and Title II. This group examines the ADE's systematic approach to early literacy and looks for ways to combine strengths, resources, and knowledge.
- Arizona English Teachers Association (AETA)
 - The Director of the MOWR team serves as a non-voting Board member for the AETA. He represents the interests of MOWR at these meetings, presents on the program, presents on early literacy, and gains valuable feedback from the field. The MOWR team also presents at the annual AETA conference.
- Arizona Library Association
 - The Director of the MOWR team serves as a non-voting Board member for the ALA. He represents the K-12 literacy perspective at these meetings, presents on the program, presents on early literacy, and gains valuable feedback from the field.
- Arizona State Board of Education K-3 Literacy Ad Hoc Committee
 - The MOWR team advises this committee, which reviews the MOWR legislation and makes formal suggestions to the Arizona State Board of Education and Arizona State Legislature on elements and interpretations of the legislation.
- Conference on English Literature
 - This organization, a committee of the National Council of Teachers of English, consists of English content leaders from states across the country. It builds and shares resources and serves in an advisory capacity on national issues involving the teaching of English language arts.
- ExclinEd Literacy Group
 - A national group of literacy professionals that meets quarterly to discuss current research in literacy practices, k-3 literacy legislation around the nation, and to combine resources for guidance to the field.
- Read On Arizona Advisory Board
 - The Director of the MOWR team serves as a member of the advisory board for Read On Arizona, which is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective

continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight over the next ten years.

- Regional Education Laboratories West
 - The MOWR team works with REL West to vet core reading and reading intervention programs to establish that they meet ESSA evidence-level requirements and to lead literacy convenings for schools and districts across the state.
- Statewide Literacy and Family Engagement Professional Development Committee
 - The MOWR team serves on this statewide committee, which brings together stakeholders from around the state who are involved with early literacy initiatives. These partners include Read On Arizona, First Things First, Arizona PBS, Southwest Human Development, DES, Make Way for Books, and City of Phoenix. This group works to create a unified, statewide approach to improving early literacy in Arizona.

Literacy Projects

In addition to working as partners with literacy organizations around the state and country, the MOWR team works on large projects each year to improve literacy outcomes and practices. Below is one key project for 2018-2019.

- Decoding What Works: Success Analytics Project
 - This partnership with Read On Arizona is designed to highlight schools that are demonstrating significant growth in their 3rd grade ELA AzMERIT scores over the past four years. The case studies built during the project will highlight strategies that Arizona schools are using that are resulting in significant growth in 3rd grade reading proficiency. The objectives of the *Decoding What Works: Success Analytics Project* are to
 - Identify the schools in Arizona who have the largest growth in 3rd grade AzMERIT English Language Arts scores between 2015-2018;
 - Interview educators and parents at select schools to identify practices that have most contributed to student growth;
 - Share these case studies with schools across the state; and
 - Build networks of schools to support greater student growth.

This project will both spotlight successful schools and build a network for schools to reach out to for guidance.

Section IV: Further MOWR Initiatives Given Increased Funding

The MOWR team currently consists of 1.5 full time employees, which is the smallest team of this type in the country. Additionally, the administrative budget for the MOWR team is \$500,000 annually, which is 1/3 of the annual budget the program received from 2013-2015. This administrative budget covers salaries, I.T. costs, and all professional development costs for the state. Provided sufficient funding for increased staffing, the MOWR team would institute the following practices:

1. Increased professional development opportunities
 - a. Currently, the MOWR budget allows for only 22 Teaching Reading Effectively (TRE) trainings around the state each year. With increased funding and additional staff, this number would increase significantly, which would dramatically improve educator understanding of the science of the teaching of reading.
 - i. Increased funding would allow for a series of dedicated TRE trainings for schools and districts with the highest number/percentage of struggling readers.
 - ii. Increased funding would allow for an increase in the TRE trainings offered to rural communities around Arizona.
2. Increased professional development offerings
 - a. Additional funding would allow the MOWR team to expand its professional development offerings to meet more K-3 literacy needs across the state.
 - b. These trainings would focus on high areas of need, such as
 - i. Working with students with dyslexia;
 - ii. Using literacy assessments to identify and meet the needs of struggling readers;
 - iii. Effective small group instruction;
 - iv. Literacy instruction for administrators; and
 - v. Effective literacy systems in K-3, including appropriate use of assessment data.
3. Regional technical assistance
 - a. Given sufficient staffing, the MOWR team would offer specific technical assistance to regions of the state. Each region would have an assigned MOWR team member as a point of contact who would perform in-person outreach. This would increase the level of support and accountability for elementary schools in Arizona.
4. Input on statewide assessment
 - a. Given sufficient staffing, the MOWR team could serve in an advisory capacity for the design and/or selection of the statewide 3rd grade reading assessment, ensuring its alignment to state standards and appropriate literacy expectations.
5. Building of a literacy website as a hub for teachers, parents, and students
 - a. Given sufficient funding and staffing, the MOWR team will build a literacy website that brings together current research, ADE literacy initiatives, statewide literacy initiatives, and parental guidance in literacy.

Section V: Achievement Data

*With the exception of the NAEP and AzMERIT data, the statewide and programmatic data in this section of the report represent data from LEAs with letter grades of C, D, or F only. Per statute, LEAs with letter grades of A or B are only required to submit data every other year, such as the upcoming 2019-2020 school year.

A new A-F letter grade formula was adopted in 2018, which means that letter grades are currently only available at the school level and not the district level, as required by MOWR statute. Since the most recent district/charter level grades were from 2014, that data was used to build the list of LEAs with C, D, and F letter grades that were required to submit MOWR literacy plans and literacy data this year.

While the data in this section can be representative of general patterns, it is important to understand that it is incomplete and represents less than ½ of the LEAs with K-3 students in Arizona.

Each year, LEAs with kindergarten through 3rd grade students submit MOWR literacy plans to the Arizona Department of Education. (*LEAs with letter grades of A or B are only required to submit every other year, such as for the upcoming 2019-2020 school year.) These plans contain literacy data collected from benchmark and summative assessments. LEAs use this data to make programmatic decisions to improve student outcomes.

State and National Assessment Data

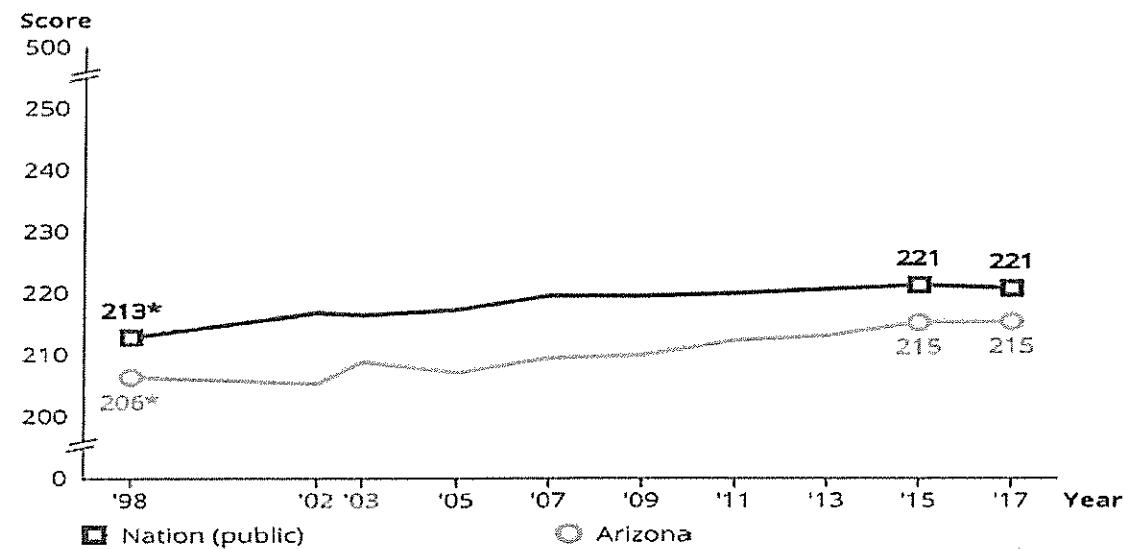
The National Assessment of Educational Progress (NAEP) is a national assessment that allows educational achievement to be compared across states. It was established by Congress in 1969 to create a national yardstick for accurately evaluating the progress of American students.

Over the course of twenty years, reading scores for Arizona 4th grade students have improved on NAEP, though they are below the national average. Arizona has shown the third most growth in the country on 4th grade reading scores over the past ten years.

NAEP Data

1998		2013		2015		2017	
Arizona	National Average						
206	213	213	221	215	221	215	221

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2017. Significance tests were performed using unrounded numbers.

The increase in scores on NAEP is comparative to growth of $\frac{1}{2}$ a grade level for 4th grade Arizona students.

Statewide Summative Assessment Data

Each year, students in grades 3-11 take the AzMERIT exam, which assesses their skills in reading, writing, and mathematics. Data from this assessment is used to measure the effectiveness of student mastery of course goals, to determine the effectiveness of a recently concluded educational program, and/or to meet local, state, and federal requirements.

The following table details the performance of all 3rd grade students on the spring 2018 AzMERIT exam.

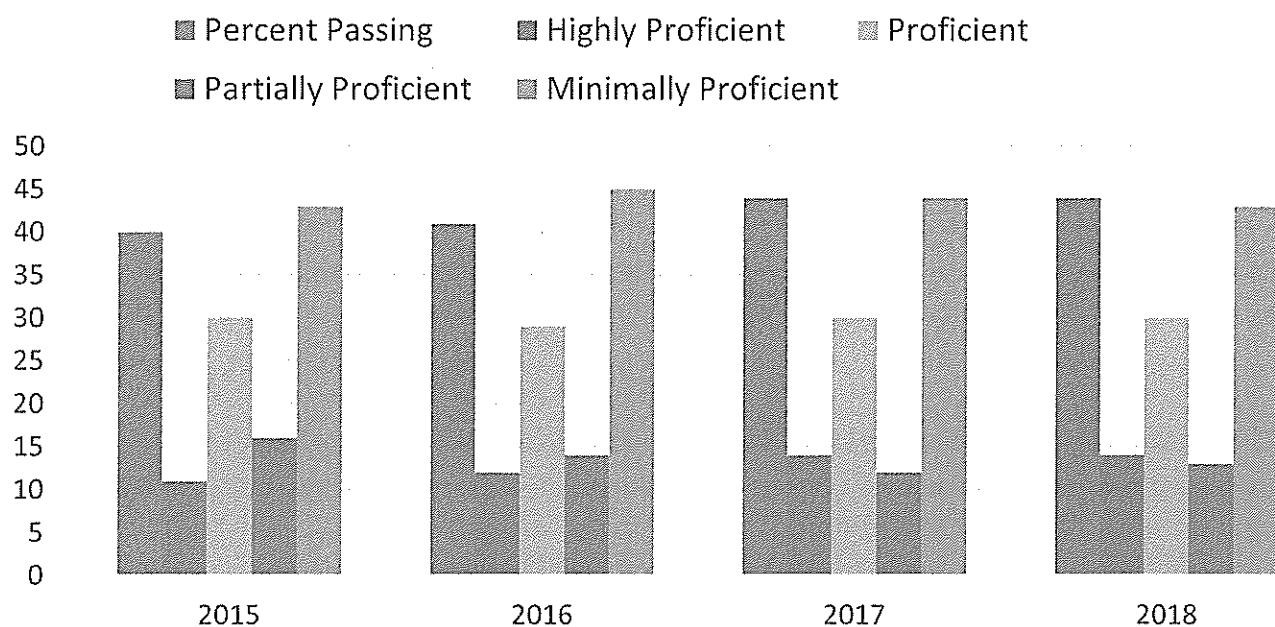
2018 3rd Grade ELA AzMERIT Data (All 3rd Grade Students)

3 rd Grade AzMERIT: Percent Passing	3 rd Grade AzMERIT: Highly Proficient	3 rd Grade AzMERIT: Proficient	3 rd Grade AzMERIT: Partially Proficient	3 rd Grade AzMERIT: Minimally Proficient
44%	14%	30%	13%	43%

The following graph shows a comparison of all 3rd grade AzMERIT ELA scores for 2015 to 2018, which is each year of the exam's existence.

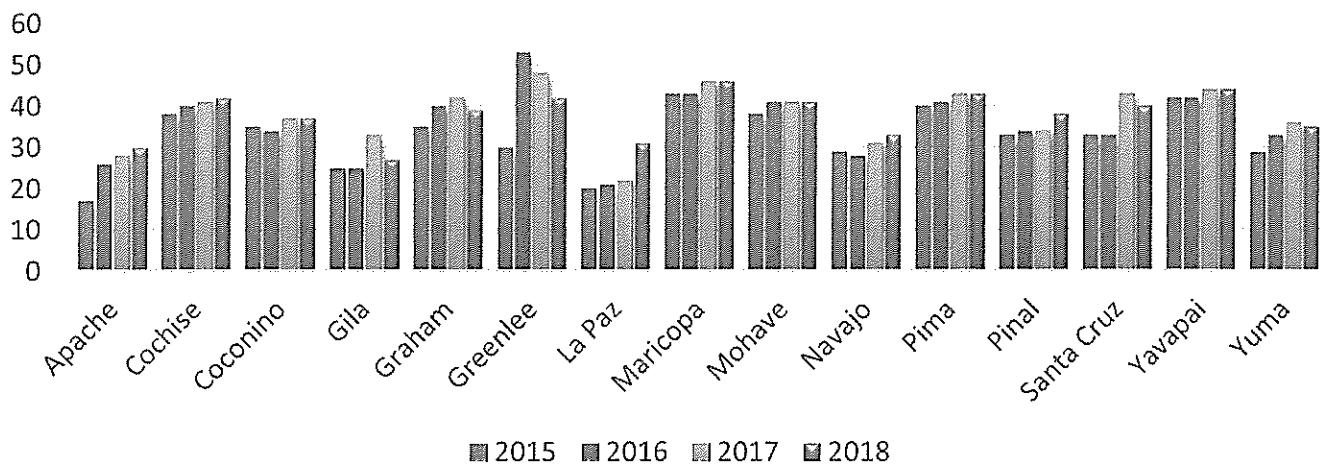
AzMERIT Statewide Comparative Data 2015-2018

AzMERIT: 3rd Grade ELA – All Students



The following graph shows a comparison of 3rd grade ELA AzMERIT scores for each county in Arizona between 2015 and 2018.

3rd Grade ELA AzMERIT Percent Passing by County - All Students



Statewide Improvement on AzMERIT

While only 44% of 3rd grade students statewide are currently passing the AzMERIT ELA exam, many schools are showing significant improvement in the growth of their 3rd grade AzMERIT ELA scores from 2015 to 2018.

Percent Growth on the 3 rd Grade ELA AzMERIT Exam (2015 to 2018)			
School	District/Charter	County	% Growth (2015 to 2018)
Sage Academy	Sage Academy, Inc.	Maricopa	46%
Roosevelt School	Yuma Elementary School District One	Yuma	43%
Navajo Elementary School	Scottsdale Unified School District	Maricopa	37%
Avalon Elementary	Excalibur Charter Schools, Inc.	Pinal	34%
Aguilar School	Tempe School District	Maricopa	32%
Tsaile Elementary School	Chinle Unified District	Apache	31%
Arlington Elementary School	Arlington Elementary District	Maricopa	31%
Joseph City Elementary School	Joseph City Unified District	Navajo	31%
The Paideia Academy of South Phoenix	The Paideia Academies, Inc.	Maricopa	29%
Wildflower School	Avondale Elementary District	Maricopa	27%
Legacy Traditional – Queen Creek	Legacy Traditional Charter Schools	Pinal	26%

44% of Arizona students scored in the Minimally Proficient range (the lowest range) on the spring 2018 3rd grade AzMERIT ELA exam. Students who score in this range are the most at risk for not reading at grade level. However, between 2015 and 2018, many schools have made significant progress in reducing the number of students who score in the Minimally Proficient range.

Percent Reduction in the Number of Students Scoring Minimally Proficient on the 3 rd Grade ELA AzMERIT Exam (2015-2018)			
School	District or Charter	County	% Reduction (2015 to 2018)
Tsaile Elementary School	Chinle Unified District	Apache	37%
Sage Academy	Sage Academy, Inc.	Maricopa	33%
John R. Davis School	Roosevelt Elementary District	Maricopa	31%
Leading Edge Academy of East Mesa	LEAD Charter Schools	Maricopa	29%
The Paideia Academy of South Phoenix	The Paideia Academies, Inc.	Maricopa	28%
Wildflower School	Avondale Elementary District	Maricopa	27%
Tres Rios Elementary School	Littleton Elementary District	Maricopa	27%
Lincoln Elementary School	Nogales Unified District	Santa Cruz	27%
Canyon De Chelly Elementary School	Chinle Unified District	Apache	26%
Many Farms Elementary School	Chinle Unified District	Apache	26%
Fredonia Elementary School	Fredonia-Moccasin Unified District	Coconino	26%

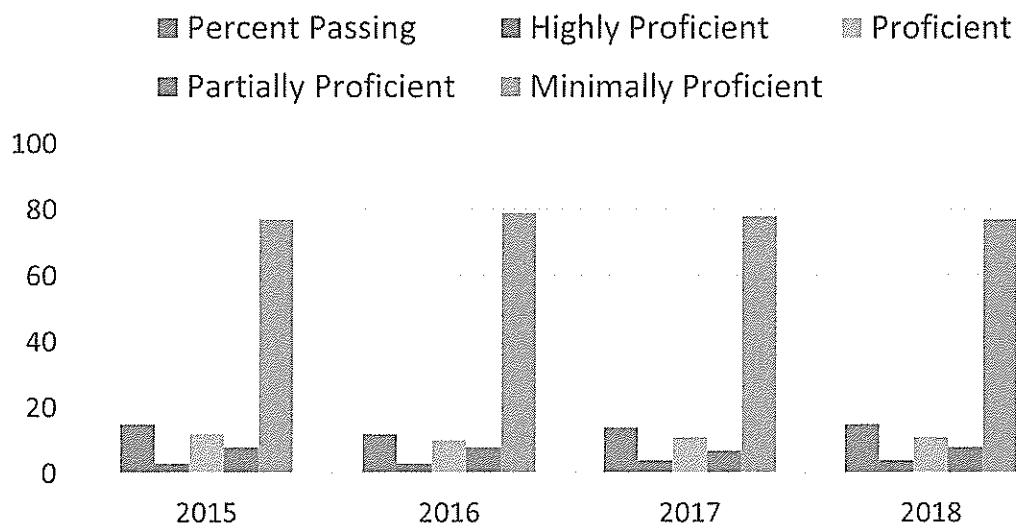
Measure of Interim Progress

The Every Student Succeeds Act (ESSA) calls for each state to set progress goals in reading and math for student sub-groups to measure and improve progress. The following table details the long-term and interim goals for sub-groups in 3rd grade reading.

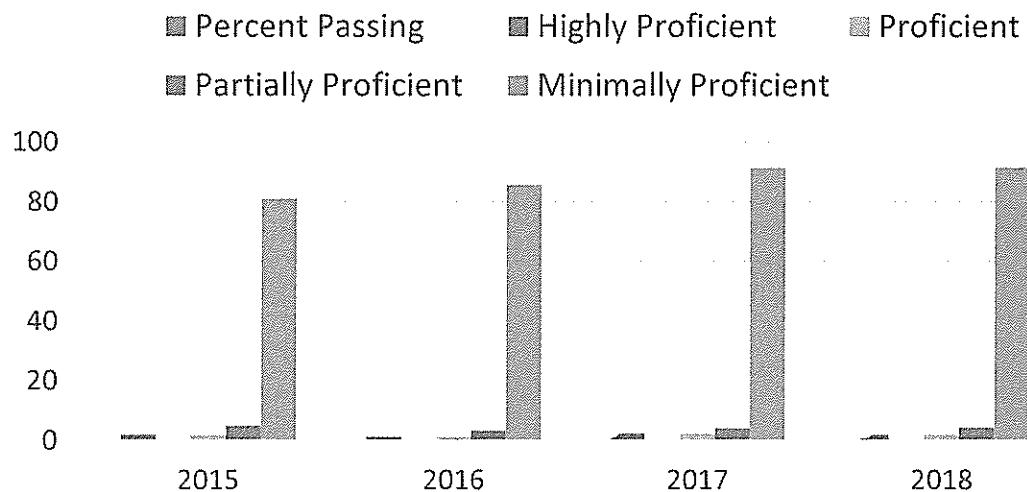
3rd Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	41	47	55	59	66	72	78	84	90
FAY only	43	49	55	61	67	72	78	84	90
Black or African-American	32	39	47	54	61	68	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	46	52	57	63	68	74	79	85	90
Multiple Races	52	57	62	66	71	76	81	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	67	70	73	76	79	81	84	87	90
ELL (Plus FEP 1-4)	18	27	36	45	54	63	72	81	90
Economically Disadvantaged	30	38	45	53	60	68	75	83	90
SPED	15	24	34	43	53	62	71	81	90

Data from the reading portion of the Spring 2018 AzMERIT exam illustrates the progress towards the long-term goal for two key groups, Students with Disabilities and English Language Learners.

AzMERIT: 3rd Grade ELA – Students With Disabilities



AzMERIT: 3rd Grade ELA – English Language Learners

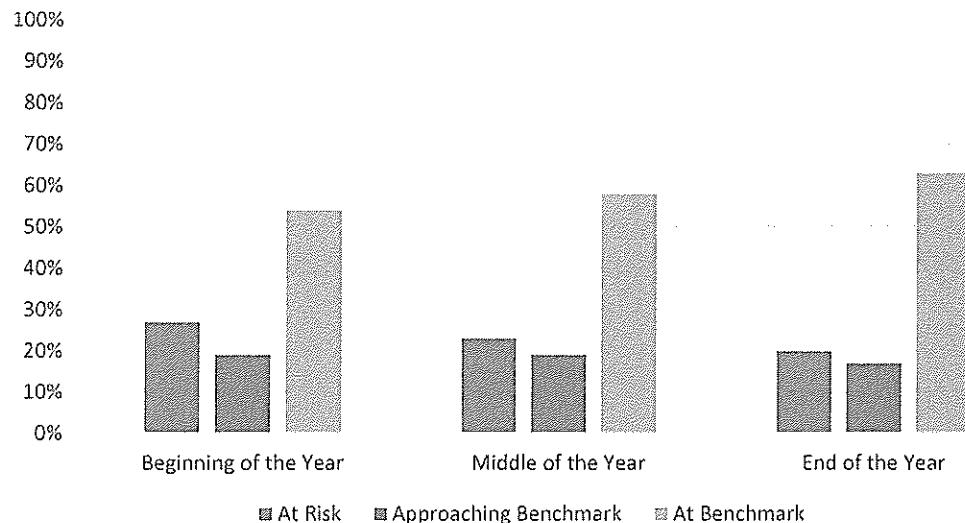


Statewide Benchmark Assessment Data

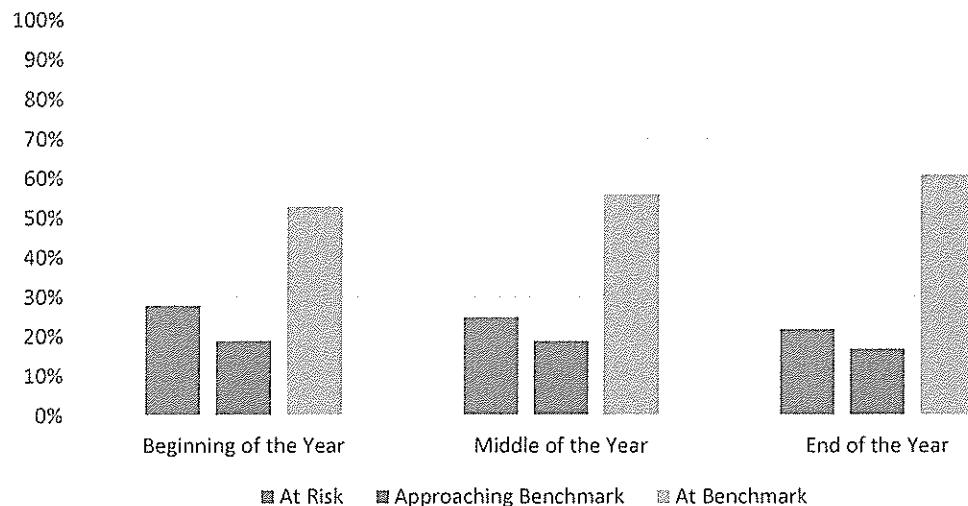
Three times per year, LEAs submit literacy data from their benchmark assessment tools to illustrate student growth from the beginning, to the middle, to the end of the school year.

As the graphs below illustrate, for the past four school years, the number of at-risk students has decreased over the course of the year each year. Additionally, the number of students reading at benchmark has increased over the course of the year each year.

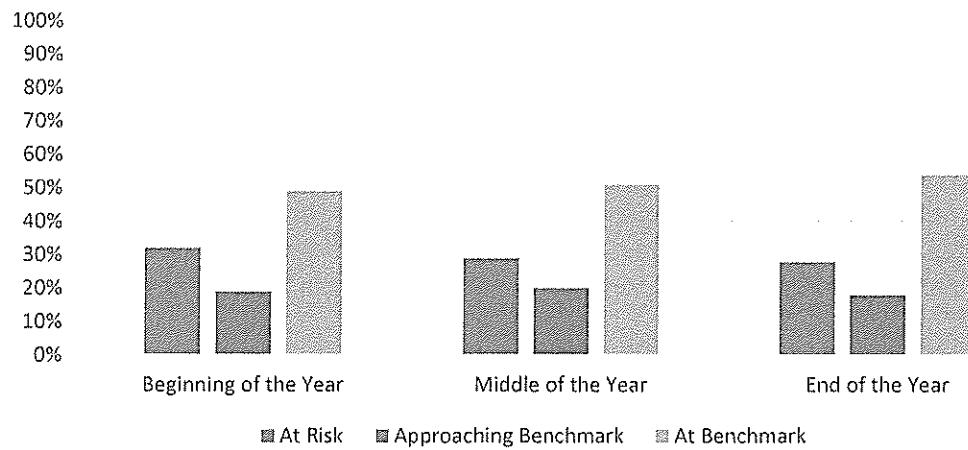
Benchmark Student Literacy Data 2014-2015 School Year



Benchmark Student Literacy Data 2015-2016 School Year

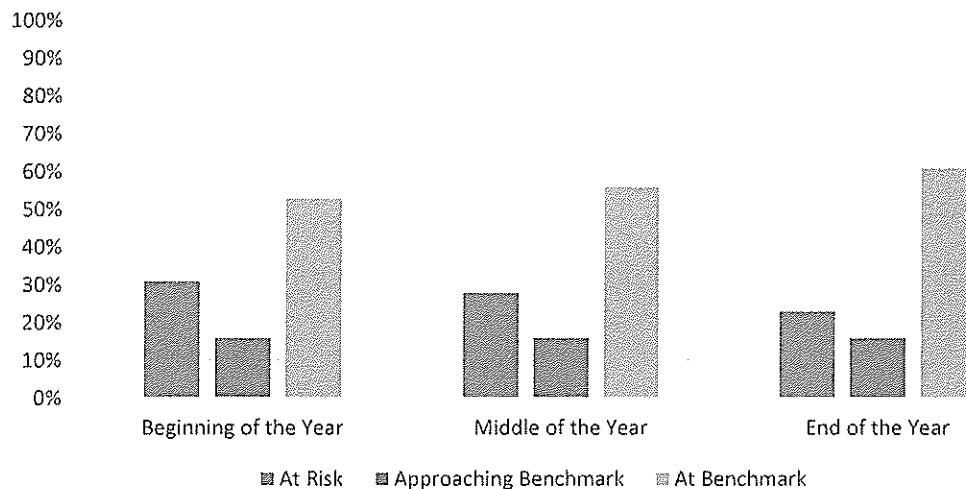


Benchmark Student Literacy Data 2016-2017 School Year (*)



*Note: Beginning with the 2016-2017 school year, schools with letter grades of A or B are only required to submit literacy plans and literacy data every other year. The data for 2016-2017 reflects only schools with letter grades of C, D, or F.

Benchmark Student Literacy Data 2017-2018 School Year



Move on When Reading Retention Data

Per A.R.S. § 15-701, a 3rd grade student who does not meet the cut score established by the Arizona State Board of Education on the reading portion of the statewide AzMERIT exam and does not qualify for one of four good-cause exemptions is to be retained.

As a reminder, during the 2016-2017 school year, which has a complete set of data from all LEAs in the state:

- 2% of 3rd grade students (1,744 of 87,164 students) in the state failed to meet the MOWR cut score (before exemptions).
- 52% of the students who failed to meet the MOWR cut score on the AzMERIT exam met one of the four good-cause exemptions to retention and were promoted to the 4th grade (902 of 1,744 students).
- 1% of 3rd grade students (842 of 87,164 students) in the state failed to meet the MOWR cut score and were retained (after exemptions). This number does not include students who were subsequently promoted to 4th grade due to demonstrating sufficient progress in a summer school reading course. Data on these students began to be collected with the 2018-2019 school year.

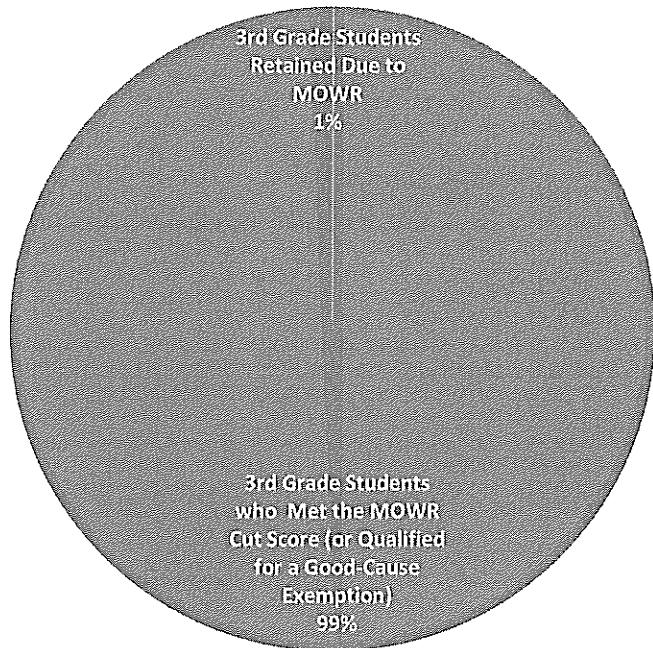
For the 2017-2018 school year, which has an incomplete data set with data only reported by LEAs with letter grades of C, D, or F:

- 3% of 3rd grade students (546 of 21,255 students) in the state failed to meet the MOWR cut score (before exemptions).
- 71% of the students who failed to meet the MOWR cut score on the AzMERIT exam met one of the four good-cause exemptions to retention and were promoted to the 4th grade (390 of 546 students).
- 44% of the students who were retained and did not qualify for one of the good-cause exemptions attended a summer school reading program, demonstrated sufficient progress towards reading, and were promoted to the fourth grade prior to the start of the next school year (68 of 156 students).
- Overall, 88 3rd grade students from LEAs with letter grades of C, D, or F were retained due to the MOWR legislation.

**3RD GRADE STUDENTS RETAINED DUE TO MOVE ON WHEN READING
2017-2018 SCHOOL YEAR**

***DATA REPRESENTS SCHOOLS WITH LETTER GRADES OF C, D, AND F**

- 3rd Grade Students who Met the MOWR Cut Score
- 3rd Grade Students Retained Due to MOWR



Four Exemptions to 3rd Grade Retention

If a student does not meet the cut score on the reading portion of the AzMERIT exam, he or she is to be retained to receive the extra time and attention to acquire the necessary literacy skills to move on to 4th grade. However, the MOWR legislation was designed with the understanding that some students face unique challenges to learning, so there are four exemptions to the retention requirement in the MOWR legislation.

1. The student is an English language learner or limited English proficient student and has had fewer than 2 years of English language instruction.
2. The student is in the process of a special education referral or evaluation, and/or the student has been diagnosed as having a significant reading impairment, including dyslexia.
3. The student has an identified disability and has an IEP (Individualized Education Plan) and the IEP team (including the parents) agrees that promotion is appropriate.

4. The student has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills on the 3rd grade reading standards as evidenced through a collection of assessments approved by the Arizona State Board of Education.

The following table details the 2018 percentages of 3rd grade students from LEAs with letter grades of C, D, or F who failed to meet the MOWR cut score on the reading portion of the AzMERIT and qualified for one of the good-cause exemptions.

MOWR Retention and Exemption Data (LEAs with Letter Grades of C, D, or F)

Total 3 rd grade students who failed to meet the MOWR cut score on AzMERIT (before exemptions)	English Language Learners with less than two years of instruction	Student in the process of an IEP referral or with an IEP	Student with an identified reading disability	Student with data from alternative literacy assessments to demonstrate sufficient progress towards reading	Retained student who was promoted to 4 th grade by demonstrating sufficient progress in a summer school program	Final count of 3 rd grade students retained due to MOWR (after exemptions and summer school)
546	80	27	173	110	68	88

LEA Data on 3rd Grade Retention

Students who fail to meet the MOWR cut score on the reading portion of the AzMERIT exam and who do not qualify for an exemption are to be retained in 3rd grade to receive the extra time they need to learn to read at grade level.

LEA Retention Data for LEAs with Letter Grades of C, D, or F (2017-2018):

- 49% of LEAs with letter grades of C, D, or F did not have a single 3rd grade student who failed to meet the MOWR cut score on the reading portion of the AzMERIT exam.
- 84% of LEAs with letter grades of C, D, or F had fewer than 5% of their students fail to meet the MOWR cut score on the reading portion of the AzMERIT exam (before exemptions).

Section VI: MOWR Statewide Programmatic Data

A strong core reading program addresses the five pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. A strong core reading program paired with direct and explicit instruction should meet the needs of at least 85% of students in learning to read. The following table indicates the most frequently used core reading programs by LEAs with letter grades of C, D, or F in Arizona during the 2018-2019 school year.

Most Frequently Used Core Reading Programs in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)

Program: Journeys Publisher: Houghton Mifflin Harcourt	Program: Reading Street Publisher: Pearson	Program: Engage New York Publisher: Engage New York	Program: Wonders Publisher: McGraw Hill
12%	10%	10%	10%

Research and legislation support that K-3 students should spend 90 minutes or more per day engaged in both learning to read and in strengthening their reading skills. The following table indicates the average time frames for the reading blocks for K-3 students in Arizona during the 2018-2019 school year.

Reading Block Duration in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)

Less than 90 minutes per day	90-120 minutes per day	More than 120 minutes per day
0%	64%	36%

An effective literacy intervention program addresses a student's specific area of struggle as identified by the universal screener and diagnostic assessment. The following table indicates the most frequently used literacy intervention programs in Arizona during the 2018-2019 school year.

Most Frequently Used Reading Intervention Programs in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)

Program: Read Naturally Publisher: Read Naturally	Program: Phonics for Reading Publisher: Curriculum Associates	Program: Fundations Publisher: Wilson Language	Program: Six-Minute Solution Publisher: Sopris West
22%	17%	11%	11%

A universal screener is a brief test administered to every student at specific times (usually within the first four weeks of school) to identify students at risk of struggling to acquire basic reading skills. The following table indicates the most frequently used universal screeners in Arizona during 2018-2019.

Most Frequently Used Universal Screeners in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)

Assessment: DIBELS Next Publisher: University of Oregon/Acadience	Program: Galileo Publisher: Assessment Technology Incorporated	Program: AIMSWeb Publisher: Pearson	Program: STAR Publisher: Renaissance
53%	14%	8%	6%

Benchmark assessments are administered periodically during the school year (usually once per quarter) to supply teachers with individual student data, to identify student readiness to succeed on a statewide test, and to evaluate ongoing programs. The following table indicates the most frequently used benchmark assessments in Arizona during 2018-2019.

Most Frequently Used Benchmark Assessments in Arizona 2018-2019 (LEAs with Letter Grades of C, D, or F)

Assessment: DIBELS Next Publisher: University of Oregon/Acadience	Program: Galileo Publisher: Assessment Technology Incorporated	Program: AIMSWeb Publisher: Pearson	Program: NWEA/MAP Publisher: NWEA
40%	32%	7%	6%

Section VII: Move on When Reading Expenditures

During the 2017-2018 school year, MOWR funds allotted to LEAs were spent in four primary categories: K-3 Staffing, K-3 Instructional Materials/Programs, K-3 Assessment Materials, and K-3 Professional Development. The total funding below applies to all schools; however, the percentages apply only to schools with letter grades of C, D, or F.

MOWR Expenditure Data 2017-2018 (LEAs with Letter Grades of C, D, or F)

Total MOWR Funding Released (All Schools)
\$44,717,803.48

K-3 Staffing (C, D, and F LEAs)	K-3 Instructional Materials (C, D, and F LEAs)	K-3 Assessment Materials (C, D, and F LEAs)	K-3 Professional Development (C, D, and F LEAs)
71%	23%	2%	3%

The majority of MOWR funding received by LEAs in 2017-2018 was spent on staffing, which includes salaries for teachers, reading coaches, literacy interventionists, and paraprofessionals.

For the 2018-2019 school year, LEAs estimate that they will apply MOWR funding in the following percentages. The total funding below applies to all schools; however, the percentages apply only to schools with letter grades of C, D, or F.

MOWR Estimated Expenditure Data 2018-2019 (LEAs with Letter Grades of C, D, or F)

Total MOWR Funding Estimated (All Schools)
\$46,824,071.59

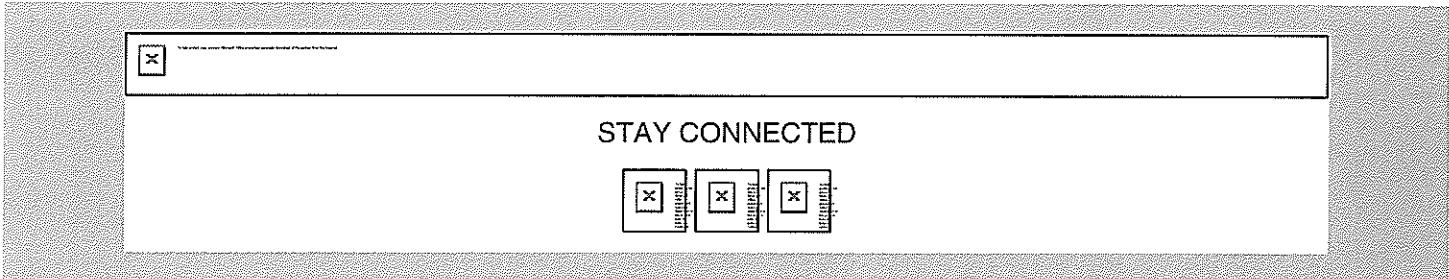
K-3 Staffing (Estimated) (C, D, and F LEAs)	K-3 Instructional Materials (Estimated) (C, D, and F LEAs)	K-3 Assessment Materials (Estimated) (C, D, and F LEAs)	K-3 Professional Development (Estimated) (C, D, and F LEAs)
70%	19%	3%	8%

While most of the funding is used for staffing, the funding being estimated for use in purchasing K-3 instructional materials may be explained by the recent requirement that core reading and reading intervention programs used by LEAs must meet the Every Student Succeeds Act requirements for being evidence-based. This requirement has prompted many LEAs to review and update their core reading and reading intervention programs.

Section VIII: Bibliography

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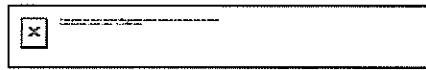


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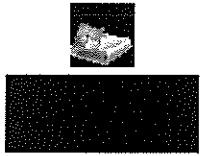
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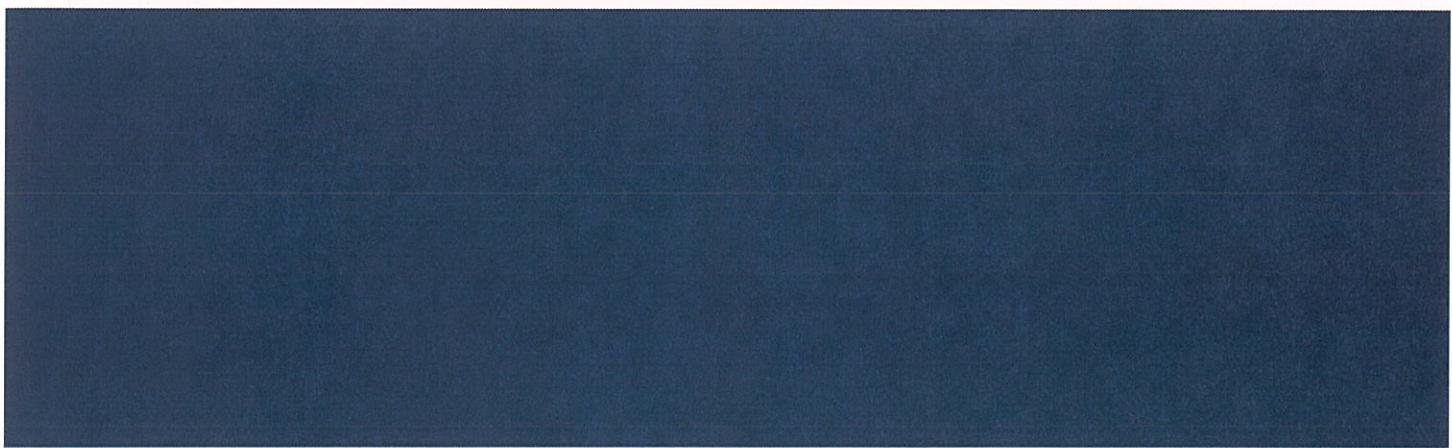
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A recent report from the Organisation for Economic Co-operation and Development (OECD) finds that equity remains a challenge throughout the world. However, the report also shows that disadvantage is not destiny.



Disadvantage is Not Destiny: OECD Report Looks at Equity

 A recently released report from the Organisation for Economic Co-operation and Development (OECD) found that equity remains a challenge throughout the world. Overall, the report found, 15-year-olds from disadvantaged backgrounds scored 88 points lower in science on the 2015 Programme for International Student Assessment (PISA) than their more advantaged peers—the equivalent of three years of schooling. “There is no country in the world,” the report states, “that can yet claim to have entirely eliminated socio-economic inequalities in education.”

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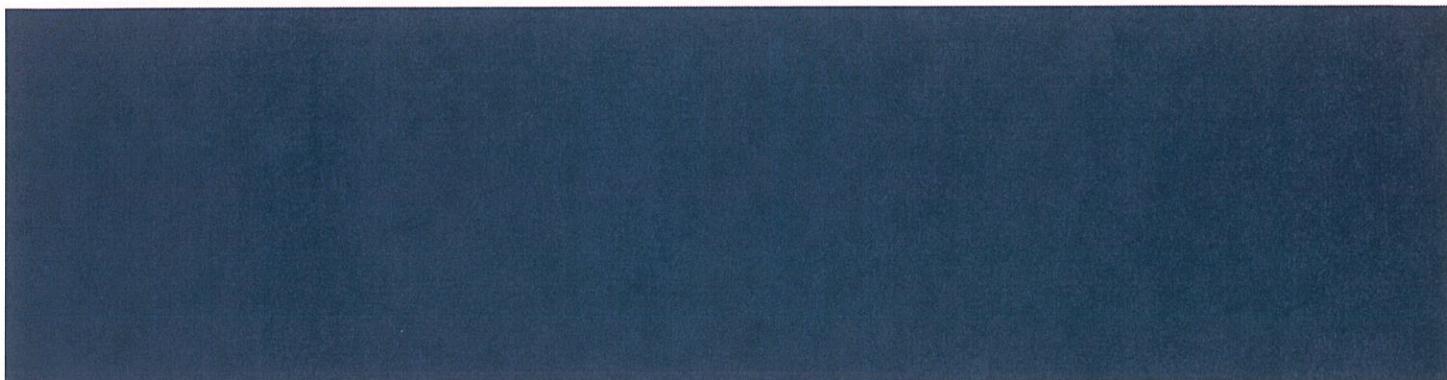
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